**Lesson Plan Template**

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Lesson Title: Changing the Narrative

Grade Level: 10

Compelling Question: How have monuments and memorials minimized the Black experience in America?

**Lesson Foundations**

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| Content Standards | **AH 12.** Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized.  **AH 27.** Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.  **CWI 6**. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken. | | |
| Learning Objective(s) | **LO1**: SWBAT articulate the role of memorials in America’s shared history  **LO2**: SWBAT assess different memorials across the United States in the context of shared history and the Black experience in America | Assessment(s)  Include LO being addressed | **A1**(LO1): Whole Class Discussion  **A2** (LO2): Monument Analysis [Jigsaw](https://www.jigsaw.org/)  **A3** (LO1 & LO2): Exit ticket |
| Materials & Resources | Internet Access  9/11 memorial video (Document I)  [*At War with Memory* Origins article excerpt](https://www.picturingblackhistory.org/at-war-with-memory) (Document A)  Excerpts from *Teaching for Black Lives (*Documents B and C)  Removing Christopher Columbus Statue, Columbus Dispatch (Document E)  Mary McLeod Bethune Statue, Daytona Beach News (Document D)  Theodore Roosevelt Statue, The Smithsonian Magazine (Document F)  Emmett Till’s memorial, CNN (Document G)  National Veterans Memorial and Museum, Website (Document H) | | |

**Instructional Procedures/Steps**

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| Opening  \_\_\_\_10\_\_\_\_\_\_ Minutes | **Whole Class Discussion (A1)**  **Bell ringer**: Ask students to write down their answer to the following: Why do we have monuments and memorials?  Show students [9/11 memorial video](https://www.youtube.com/watch?v=ndeXJVi1jEo). Explain to students this is an example of a memorial built to honor the lives lost in the September 11, 2001, terrorist attacks.  Have students use their Bell ringer answers and thoughts from the 9/11 video aloud with the class to generate discussion.  Ask the following supporting questions throughout discussion:   1. How do we use monuments and memorials? 2. Where have you seen monuments and memorials locally? 3. What do they tell you? |
| Instruction  \_\_\_\_\_55\_\_\_\_\_ Minutes | Share with students the definition of a monument and memorial. Use the definitions to explain to students the purpose of a memorial and how it is representative of a shared history. When we build or honor a monument or memorial, we are recognizing and collectively remembering the history of our society.  Ask students:   1. Does anything stick out to you in these definitions? 2. Are there any monuments or memorials that have significance to you? What kinds of feelings do they generate for you?   As a class read the excerpts from *At War with Memory* Origins Article and *Two Sets of Notes.*  Ask students:   1. What stands out to you? Why? 2. How do these monuments/memorials shape the historical narrative? 3. Why is it important to reveal or challenge narratives which perpetuate white supremacy, suppress Black and minority histories, or do not represent the truth? 4. Who chooses these monuments and memorials? What does this say about power?   After discussion, share with students the quote from Eric Foner. Leave the quote on the board while students participate in the Jigsaw activity.  **Memorial Analysis** [**Jigsaw**](https://www.jigsaw.org/) **(A2)**  Arrange students in small groups of around 4. Pass out a monument/memorial to each expert group. Have students spend time reading the article individually and doing group exploration. Students will answer the questions with their expert group.  Students should have access to the internet. They should read and explore the article or website and further research online.  Instruct students to answer the following questions in their expert groups:   1. What is this monument/memorial? 2. Was this removed or moved? Why? 3. Was this controversial? What were the conflicting perspectives on the monument/memorial? 4. Why was this monument/memorial significant? What role does it play in our shared history? 5. How does/did this monument or memorial minimize or maximize minority experiences in the Americas?   Jigsaw student groups. Have students share their expert monument/memorial and discuss their question answers.  Groups will review the following:   * Group 1: Document E * Group 2: Document D * Group 3: Document F * Group 4: Document G * Group 5: Document H   Should students in one expert group finish before another expert group (most likely for groups 1 and 4) - they will be tasked with finding 1-2 more credible sources on their monument/memorial. |
| Closure  \_\_\_\_\_15\_\_\_\_\_ Minutes | After Jigsaw is complete. Bring class together for a debrief. Synthesize the intro discussion on the purpose of monuments and memorials and connect them to the concept of a shared history and what society is choosing to remember. Remind students of how representations of a historical narrative can perpetuate white supremacy and suppress Black and minority histories. Ask students:   1. What stuck out to you about your monument and memorial discussion and how does it relate to our discussion of Black history in our shared historical narrative?   **Exit Ticket (A3)**  Have students answer this question at the bottom of their Jigsaw:   1. To whom are we responsible as a society when we create monuments and memorials to the past? How should we decide which events or individuals are important to remember? 2. How might your response differ when considering the social responsibility to others and then the educational responsibility to tell the truth about the past? |
| Accommodations/ Enrichment | **Accommodations:**  Differentiated Jigsaw Worksheet  Differentiated documents  **Extension: Discussion after Jigsaw**  Have each group share aloud main discussion points from their jigsaw group.  **Extension: Reflective Writing**  Have students engage in a free-write. Students may write in paragraph form, a mind-map, bullet points, flow chart etc.  Questions to guide free-write:   1. How have monuments and memorials minimized the Black experience in America? |