

TEACHING AMERICAN HISTORY PROJECT

Memorializing American History Project

Created by Matthew T. Warner

Grade – 11th grade high school juniors (U.S. History)

Length of class period – 48 minutes

Inquiry – How and why is the past memorialized?

Objectives: Students will know and be able to:

- 1) Analyze memorials, tributes and commemorations.
- 2) Objectively and subjectively explain the significance of a memorial.
- 3) Cross examine the use of physical objects as tributes to provide insight to students Memorializing American History Project.

Materials:

- 1) PowerPoint Slideshow of various monuments, memorials, and statues across the globe.
- 2) Exploring American Memory at East Hampton High!!! – worksheet (take with walk)
- 3) Memorializing American History Project – worksheet (Post Walk)
- 4) Local Monuments near East Hampton High School
 - a. Bell Tower in memory of student
 - b. WWI, WWII, Korea and Vietnam War Memorial – book statue
 - c. Military Hardware – Apache Helicopter at local VFW (across street)
 - d. Memorial Garden
- 5) Writing Utensil

Activities:

The class will begin by briefly discussing why we memorialize things. The class will have an open discussion on the different reasons to why we memorialize our past. The answers provided will be written on the chalk board which may initiate other ideas. The class will engage in a walking tour of the East Hampton High School grounds and explore the various forms of tribute, commemoration, and memory. Students may work in pairs and complete the Exploring American History worksheet. The class will begin at the memorial in the rear of the building and then proceed to the front where the other two memorials are located. Following the walk, the students will return to the class, finish up their worksheets and discuss the worksheet that was taken on the field trip. The objective and subjective observations will be discussed openly, allowing the class to further brainstorm and think about the memorials. The teacher will then assign **homework**: *Memorializing American History Project – Post Walk* worksheet in which students can reflect on the mini field trip and brainstorm ideas for their own monument.

Assessment:

Formative - Exploring American Memory Worksheet

Formative - Student Self-Reflection due at beginning of class tomorrow.

Summative – This lesson is a branch off of the main activity, the creation of a 21st Century Memorial

Connecticut Framework Performance Standards:

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources
- give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies;
- be active learners at cultural institutions such as museums and historical exhibitions;
- display empathy for people who have lived in the past; and
- initiate questions and hypotheses about historic events they are studying;
- analyze ways different groups in society view places and regions differently.