

MAKING HISTORY: DESIGNING A MEMORIAL

*Alice at a
Glance
Curriculum
Packet*



**ALICE PAUL
INSTITUTE**

Education. Empowerment. Equality.

Making History: Designing a Memorial

Grades: 10-12

Duration: 3 class periods

OBJECTIVES:

Students will develop a deeper understanding of the women's suffrage movement by synthesizing key figures, events, quotes, and symbols of the movement.

Students will be able to make connections between women's suffrage in the early twentieth century and the lives of Americans today, and will consider the role that memorials play in our national history.

STANDARDS:

State standards may include the following strands/topics:

America in the World; Active Citizenship in the 21st Century; Civics, Government, and Human Rights; History, Culture, and Perspectives

MATERIALS:

- Plain white paper (8 ½ x 11" or 11 x 17")
 - Computers with internet access
 - Basic art supplies: colored pencils, construction paper, plain drawing paper
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PROCEDURE:

On an overhead projector, computer, or SmartBoard, share with the class images of several monuments around the world. (Consider using the link in the handout for images of U.S. memorials.) Discuss the significance of a memorial: why are they built, and why do they matter? Encourage students to consider how memorials help people in the present day connect with the past. If helpful, generate notes for the discussion on the board.

Introduce the assignment "Making History: Designing a Memorial." Working in groups, students will research and develop their design proposals in class. Make the handout

available online as a document so students have access to the links on the Resources page. Students may need 1-2 class periods to work on their proposal in their groups. Students should rely on school research databases wherever possible; general search engines should only be used as a last resort.

When students have enough research, they should begin working on their design. Remind students to develop their rationale while they work, which should be approximately 2-3 double-spaced pages. Students should divide the labor and continue working on the project for homework.

On the final day, give students a few minutes in class to put any final touches on their projects. Then students will have the opportunity to share their work with the class, using their rationale to help them explain the decisions they made while designing their memorials.

EVALUATION:

As students conduct their research and work in their groups, assess their understanding to see where modifications need to be made or additional information introduced.

Students' work will be evaluated at the project's end based on the historical accuracy and thoroughness of their research (for what is appropriate in the given amount of time), and on their justifications for the decisions made with the memorial.

ADAPTATIONS:

In place of a written rationale, the instructor may choose to have students create a presentation to "pitch" their ideas for a monument to the class. Consider having students scan their illustration for the class to see. Students can include many of the same elements from their rationale in their written presentation.

Handouts may be printed or accessed as a PDF to allow students to utilize the clickable links.

NOTES & ASSESSMENT:

Modifications or notes to remember when using this lesson again:

Making History: Designing a Memorial

The Scenario

The National Park Service, part of the federal government, is planning to commission a new memorial dedicated to women's suffrage.

Your Role & Task

You are determined to earn the contract for this job! You have assembled a team of historians, designers, and artists. Working together, you will create a design to present to the representative from the National Park Service.

To be considered, every design submitted must address the following in some way:

- 3-4 key figures in the history of women's suffrage
- 1-2 key symbols
- 1 key event in the history of women's suffrage
- 1 quote
- A meaningful name
- Location

Your design might be one large memorial or a series of smaller memorials in the same location. It's up to you and your team! Be creative and be prepared to explain your choices.

When you present your design, your portfolio must include the following:

- Color sketch of monument
- 2-3 page rationale, double-spaced
 - o Be sure to dedicate 1-2 well-written paragraphs to giving a physical description of your monument.
 - o The remainder of your written piece should be dedicated to explaining your choices. Consider:
 - Why did you choose the historical figures/symbols/event/quote for your memorial?
 - Why should the memorial be built at your chosen location?
 - How does your memorial do the best job of representing the history of women's suffrage?
 - How will your memorial connect with current and future generations of Americans?

Resources

As you design your monument, use the following resources to inspire and inform your choices.

[Votes for Women: The Struggle for Women's Suffrage](#)

Created by the Library of Congress, this website offers various photos, cartoons, and portraits from the era of women's struggle for suffrage in America. To see a timeline of the women's suffrage movement, click "Special Presentation: Timeline: One Hundred Years towards Suffrage."

[Wikipedia: List of National Memorials of the United States](#)

This Wikipedia article lists U.S. monuments. Use it if you're in need of inspiration or want to see what has been done in the past.

[300 Women Who Changed the World](#)

This Encyclopedia Britannica-based site gives an overview of several hundred women who have made a difference in world history.

[National Women's History Project: Biography Center](#)

Managed by the National Women's History Project, this site features brief biographies of various women who have been featured in women's history celebrations.