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2020

The History of Monuments and the Opportunity to Reimagine Them: A Lesson Plan for Virginia and U.S. Government

Kristina Lee

Virginia Commonwealth University, leekh4@vcu.edu

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The History of Monuments and the Opportunity to Reimagine Them: A Lesson Plan for Virginia and U.S. Government

Aligns with VA SOL GOVT.1: The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) planning inquiries by synthesizing information from diverse primary and secondary sources;
- b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c) comparing and contrasting historical, cultural, economic, and political perspectives;
- d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
- f) explaining how cause-and-effect relationships impact political and economic events;
- g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h) using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i) applying civic virtues and democratic principles to make collaborative decisions; and
- j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Scholars Compass Resources: [Defending and De-fencing: Approaches for Understanding the Social Functions of Public Monuments and Memorials](#) , ["On Being A Good Neighbor"](#), and [Richmond, Race, and Regionalism](#)

Opening Discussion

- What do monuments say about a culture?
- How have monuments and the use of public spaces historically been decided?
- Who (and how) should use for public spaces be decided?
- How does the use of public spaces reflect structures surrounding power, comfort, and privileged identities?

Group Project

- **Assign each group a resource from the following list.**
 - **Scholars Compass Resources:** [Defending and De-fencing: Approaches for Understanding the Social Functions of Public Monuments and Memorials](#) , ["On Being A Good Neighbor"](#), and [Richmond, Race, and Regionalism](#)

- **Have each group answer the following questions in a presentation.**
 - **What is the primary message of your assigned piece?**
 - **How does your piece deal with issues of race, historical narratives, monuments, etc.?**
 - What is the societal value of monuments?
 - What is an example of a public display that you have found significant or moving? (either positively or negatively?)
 - What are some national or international monuments that hold special significance?
 - As a group, construct a physical artifact that shows what type of experience you would design to reconcile Richmond's history with its modern contexts and populations.
 - **Describe the following**
 - Space**
 - Experience**
 - Audience**
 - Goals**

Additional Resources:

[https://news.vcu.edu/article/A_reimagined Monument Avenue could reflect on our past and point?utm_source=VCUNewsNewsletter&utm_medium=email&utm_campaign=VCUNewsNewsletter&utm_content=https%3A%2F%2Fnews.vcu.edu%2Farticle%2FA_reimagined Monument Avenue could reflect on our past and point](https://news.vcu.edu/article/A_reimagined_Monument_Avenue_could_reflect_on_our_past_and_point?utm_source=VCUNewsNewsletter&utm_medium=email&utm_campaign=VCUNewsNewsletter&utm_content=https%3A%2F%2Fnews.vcu.edu%2Farticle%2FA_reimagined_Monument_Avenue_could_reflect_on_our_past_and_point)

<https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/10/27/925407770/judge-orders-richmonds-robert-e-lee-statue-can-be-removed>