
Kristina Lee
Virginia Commonwealth University, leekh4@vcu.edu

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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&amp%3Butm_medium=email&amp%3Butm_campaign=VCUNewsNewsletter&amp%3Butm_content=https%3A%2F%2Fnews.vcu.edu%2Farticle%2FA_reimagined_Monument_Avenue_could_reflect_on_our_past_and_point


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