



IDM: Monuments and Memorials

Educator's Guide

Compelling Question

Are memorials and monuments the best way to commemorate the past?

Supporting Questions

1. What helps us learn about the past?
2. Why do people build monuments and memorials?
3. How much do monuments and memorials tell us about a person or event?



Caption: Today there are five statues on the New Hampshire State House grounds. This statue of General John Stark was the second statue to be placed there. John Stark is a very important figure in New Hampshire's history. He is the state's most famous Revolutionary War hero. He also coined the state motto, "live free or die." This statue was installed in front of the state house in 1890. It was designed by Carl H. Conrads and made out of granite.



Compelling Question	Are memorials and monuments the best way to commemorate the past?
Staging the Question	If you were walking down the street and passed a large stone wheel, what would you think it meant?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What helps us learn about the past?	Why do people build monuments and memorials?	How much do monuments and memorials tell us about a person or event?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a list of the many ways we learn about and remember the events and people of long ago.	Examine the sources and create a t-chart that compares the purpose of a physical structure to another mode of commemoration.	Examine the sources and write a caption that explains the person or event commemorated by the monument or memorial and identifies remaining questions.
Featured Sources	Featured Sources	Featured Sources
Source A: Pine Tree Riot Monument	Source B: My Mother the Wind Source C: Manchester Saint Patrick’s Day Parade Source D: Population of New Hampshire, 1850–1930	Source E: Old Man of the Mountain Viewing Plaza Source F: African Burying Ground Memorial Source G: New Hampshire Holocaust Memorial Source H: John Stark Statue Source I: Harriet Wilson Statue



Summative Performance Task	ARGUMENT Are memorials and monuments the best way to commemorate the past? Write a persuasive essay that states a claim in response to this question and supports the claim with evidence from the sources.
	EXTENSION Who decides which monuments and memorials are built and where they are placed? Investigate a local monument to learn more about its origin story.
Taking Informed Action	UNDERSTAND The New Hampshire Division of Historical Resources maintains a collection of 275 signs placed at locations across the state that commemorate important people, places, and events in our state’s history. These historical markers are physical objects, like monuments and memorials, that are also intended to help people understand the past.
	ASSESS Which monuments, memorials, and historical markers are located in your neighborhood, town, or city? Does one need to be highlighted for the benefit of the community? Does one need to be updated with new information?
	ACTION Educate the community by planning an event or information campaign to spotlight an existing marker, monument, or memorial. Or, submit a proposal to revise a historical marker to the New Hampshire Division of Historical Resources.

Standards

For the full listing of standards this IDM meets (NH Frameworks, C3 Framework, NCSS Ten Themes, and Common Core), see p. 7 of this educator’s guide.

“Moose on the Loose” Content Standards	Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy. (3-5.T8.1)
“Moose on the Loose” Skills Standards	Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
	Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)



Overview

Inquiry Description

This inquiry asks students to examine the way monuments and memorials, built to commemorate significant people and events in New Hampshire history, teach about the past while also communicating the values and ideas of the surrounding community. Working through a series of supporting questions and formative tasks, students use primary and secondary sources to develop an understanding of the unique way physical structures allow people to learn about history. This inquiry is intended to develop students' critical thinking about the components that make monuments and memorials effective: design, narrative, and public access. The inquiry concludes with a summative task that challenges students to present an argument about whether or not monuments and memorials are a good way to commemorate our state history.

NOTE: This inquiry is expected to take three to five 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., more supporting questions, formative performance tasks, and featured sources). Please adapt all the material in this inquiry, as necessary, to meet the needs of the students in your classroom.

Structure of the Inquiry

In addressing the compelling question "Are memorials and monuments the best way to commemorate the past?" students work through a series of supporting questions, performance tasks, and sources in order to construct an argument supported by evidence while acknowledging competing views.

Staging the Compelling Question

Ask students to imagine they are walking down the street when suddenly they pass an unusual object in front of a building. Project Source A: Pine Tree Riot Monument. Give students time to look at the image. Then ask them to share their thoughts about the structure. Prompt discussion with questions such as: "Why is it there?", "What does it mean?", and "How did it get there?" before sharing some background information about the object. Explain that the object is a monument to an event that took place on that spot, in the town of Weare, New Hampshire, on April 14, 1772. Now referred to as the Pine Tree Riot, the events of that day are considered one of the earliest acts of rebellion by colonists against English rule. Angered about a law that prohibited colonists from cutting down any trees of with a diameter greater than 12 inches (these bigger trees were to be saved for use in shipbuilding for the British Navy), a mob attacked the Hillsborough County Sheriff, his deputy, as well as the men's horses. See Unit 5, Lesson 1 "Why Did We Have a Revolution?" or "New Hampshire Moves Toward Independence" in the Learn It! section of Unit 5 for more information about this event.

Supporting Question 1

The first supporting question—"What helps us learn about the past?"—prompts students to think about the many ways people teach others about history. Build on the discussion of the Pine Tree Riot Monument by asking students why they think the people of Weare wanted to



commemorate this event. Then ask students to brainstorm as many ways as they can think of that they learn about events and people from long ago. Collect these ideas in a list. (It may include: stories from older relatives, special events, books, visits to museums or historic sites, songs, movies, and monuments or memorials.)

Supporting Question 2

The second supporting question—“Why do people build monuments and memorials?”—builds on the first question by asking students to think about what makes monuments and memorials different in terms of what and how they commemorate history. The three featured sources for the formative task are related to New Hampshire’s “Great Wave” immigration history, but each source communicates about that history in extremely different ways: a monument, a parade, and a graph. Project or distribute copies of Source B: “My Mother the Wind,” Source C: “Manchester St. Patrick’s Day Parade,” and Source D: “Population of New Hampshire 1850–1930.” As a whole group, briefly discuss what students notice and wonder about each source. Ask students to create a t-chart that compares Source B: “My Mother the Wind” with one of the other two sources. In the chart’s columns, students should list what the source tells them about New Hampshire’s immigration history. Help your students think through the differences in how people access the events and objects and how they interact with them. Then, ask students to write a statement that explains why they think Cabot Lyford created a sculpture about immigration and why the city of Portsmouth would place it by the water.

Supporting Question 3

The third supporting question—“How much do monuments and memorials tell us about a person or event?”—challenges students to do a close observation of one monument or memorial. The suggested sources represent a range of people and events. Using their observations, students should write a caption that tells as much as they now know about the person or event commemorated and closes with what the monument or memorial has made them wonder about that cannot be answered just by looking at it.

Summative Performance Task

Students’ arguments likely will vary but may include the following examples. Refer to the provided rubric for a description of completed tasks.

- Monuments and memorials are a good way to commemorate the past because many people can visit and interact with them.
- Monuments and memorials are a good way to commemorate the past because they encourage people to learn more about a person or event.
- Monuments and memorials are not the best way to commemorate the past because they cannot tell the whole story of a person or event.



Extension

Investigate the origins of a local monument or memorial of interest. Who proposed that it should be built? Who decided where it should be located? Where did the money come from to fund the project? The answers to these questions may reveal a more complicated story about the values, ideas, and who has the power to commemorate events and people. For guidance, see Unit 10, Lesson 4: "How Much Do Civil War Statues Really Tell Us" for an exploration of the controversy surrounding the creation of the Franklin Pierce statue that stands near the New Hampshire State House.

Taking Informed Action

Students have the opportunity to Take Informed Action by identifying a local monument, memorial, or historical marker that deserves to be highlighted or needs new information. Students can explore the interactive map of all the state's historical markers at <https://storymaps.arcgis.com/stories/46535b10bf374c508fc46b462dff5e15>. There, they can learn more about the kind of people, places, and events that are commemorated by these signs. It is important to discuss with students how a historical marker is different from a monument or memorial. The historical highway markers offer brief, clear text to explain the significance of the event or person commemorated, while a monument or memorial may have limited text. Monuments and memorials vary in size, design, and location, which reflects the values and perspectives of the person or group who created them. Historical markers, however, have a specific design and rules for their location. Student can research the event or person commemorated by the monument, memorial, or marker and then plan a special event or information campaign to educate their community. Additionally, students may discover through their research that a monument or marker needs to be updated with expanded or corrected information. Consider submitting a proposal for a revision based on this research to the New Hampshire Division of Historical Resources.



Overview

“Moose on the Loose” Content Standards:

- ✓ Students will understand that New Hampshire today is a modern, diverse state with a rich culture and thriving economy. (3-5.T8.1)

“Moose on the Loose” Skills Standards:

- ✓ Gathering, Interpreting, and Using Evidence (4.S1.1, 4.S1.2)
- ✓ Communicating and Critiquing Conclusions (4.S2.1, 4.S2.2)

C3 Framework:

- ✓ Constructing Supporting Questions (D1.4.3-5)
- ✓ Determining Helpful Sources (D1.5.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.4.3-5)
- ✓ Communicating Conclusions (D4.1.3-5, D4.2.3-5, D4.3.3-5)
- ✓ Taking Informed Action (D4.7.3-5)

Common Core ELA:

- ✓ Text Types and Purposes in Writing (W.4.1, W.4.1a, W.4.1b, W.4.1d)
- ✓ Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9)



Name:

	Above Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)	Self	Teacher
Completeness	A claim is clearly stated and supported with evidence from multiple primary and secondary sources.	A claim is stated and supported with evidence from a primary or secondary source.	A claim is stated but not supported with evidence from a primary or secondary source.	A claim is not present or not clearly stated and supporting evidence has not been provided.		
Creativity	Multiple formats were used appropriately to share information including text, visuals, and audio.	More than one format was used appropriately to share information, including text and visuals.	Only one format was used appropriately to share information, either text or visuals.	Selected formats were not used appropriately to share information.		
Communication	The claim and evidence were presented in a clear, cohesive way in order to teach others new information. Audience was engaged by project.	The claim and evidence were presented in a fairly clear way in order to teach others new information.	The claim and evidence were presented. Audience had some difficulty understanding new information.	The claim and evidence were not presented in a way that demonstrated the purpose of teaching others.		
Effort and Time	Effort is obvious. Project is completed on time.	Effort is present. Project is completed on time.	Some effort is present, but more is needed. Project might be late.	The product does not show significant effort. Project is late.		
Comments:					Total of 20 points:	