



Gibbs Smith Education

Lesson Plan 1

Confederate Memorials — Build Background

Common Core Standards

- **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources.
- **WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussion with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

This lesson provides an overview of Confederate memorials. It introduces students to the idea of memorials and cultural memories that have an impact on how we understand history, and honor significant leaders and events. Students learn about existing memorials, and start to consider why Confederate memorials are problematic.

★ **Note:** This three-day unit ending with a written assessment relies on students completing homework. If this is not a realistic option for your class, consider extending the unit to allow students to work on the homework assignments in class.

To activate student background knowledge, project a list of all the different form of United States currency on a classroom display. These can include the penny, nickel, dime, quarter, \$1, \$5, \$10, \$20 and \$50.

Divide the class into groups of four to five students. Without using the internet, have students discuss which United States figure they think is on each form of currency. Alternatively, consider using [Kahoot](#) to assess student background knowledge.

Approx. Time



50+ minutes

Success Criteria



- Students will describe why Confederate memorials are considered problematic.

Big Question



Using evidence from the sources used in class, answer the following question:

- Why are Confederate memorials controversial?

Materials



- [Slide Deck](#) for all Lessons
- Evidence 1: Excerpt, *New Study Shows People Honored With Most Numerous Public Monuments in the U.S.*, 2021
- Evidence 2: Graph, *Whose Heritage? 153 Years of Confederate Iconography*, 2023
- Evidence 3: Excerpt, *Confederate Monument is Taken Down in Florida*, 2023

Author



Abigail Henry

- Email: theblkcabinet@gmail.com



Gibbs Smith Education

Lesson Plan 1

Once groups finish, explain that currency is one way the United States and other countries memorialize historical figures. Governments are responsible for designing their nation's currency. The people and symbols that are chosen to be part of the design send a message about which parts of history are considered important.

To introduce the lesson topic, have students think, write, and share their thoughts about historical memorials in their notebooks. Instruct them to reflect on the following prompts in their writing:

- In your opinion, what type of people deserve memorials?
- Describe a memorial or statue that you have seen recently. Who was being memorialized? Where was it located? What did you think when you saw the memorial?

As students are writing, walk around and notice any trends in student answers. Write the top three- to- five answers on a classroom display. Then, lead the class in a reflection discussion.

- **Ask:** Do you think there should only be memorials for famous people?
- **Ask:** When you look at this list and think about the memorials you are familiar with, which are most common?
- **Ask:** What do memorials say about what we as a country should remember?
- **Ask:** Who do you think has the most public memorials in the United States? Why? *Answers will vary, but students may mention George Washington, Martin Luther King Jr., Christopher Columbus, and Abraham Lincoln.*

Distribute copies of **Source 1: Excerpt from *New Study Shows People Honored With Most Numerous Public Monuments in the U.S.*** Have students write the number of memorials for the top five historical figures and any others that stand out to them. Invite volunteers to share any trends they notice and who might be missing from the list.

Set the stage for the next portion of the lesson by sharing the following quote: “Among the top 50 individuals commemorated, Confederate leaders outperformed women by four to three. Half of this group of 50 owned enslaved people, and all but six of these were white men.”

- **Ask:** Why is this a problem?
- **Ask:** Why do you think these are the types of people who make up most of the list?
- **Ask:** How does it make you feel that there are not more monuments to honor Black people?
- **Ask:** What do you think people living in the United States should remember about slavery?

Project the image of the “Unite the Right” rally in Charlottesville, Virginia, from the link in the **Slide Deck**. Invite students to share what they see, think, wonder, and feel when they view the image. Then, explain that this was a rally by a White supremacist group that occurred when a Confederate Memorial was removed. During the rally, members of the group waved Confederate and Nazi flags.



Gibbs Smith Education

Lesson Plan 1

Divide the class into pairs. Instruct students to turn and talk about what they already know regarding the history of the Confederate flag. Have pairs discuss what they would do if their college roommate hung a Confederate flag in their door room. Once pairs have discussed, allow students to share their thoughts with the class.

After the discussion, provide students access to Clint Smith's [How the Word Is Passed: A Reckoning with the History of Slavery Across America](#). Have students watch the discussion until the 16:20 minute mark. As they listen, direct students to take notes and reflect on the following questions:

- What was Clint Smith thinking about when he was looking at memorials around New Orleans?
- What did Clint Smith find interesting about his trip to Monticello?
- What was Thomas Jefferson's relationship to slavery?
- Why is Angola prison a significant symbol?
- What was his biggest takeaway from his visit to Germany?

For the next round of analysis, distribute copies of **Source 2: Whose Heritage? 153 Years of Confederate Iconography**. Have record observations in their notebook about what they notice on the graph. Invite volunteers to share with the class.

- **Ask:** When were most of the memorials put up?
- **Ask:** Why do you think these Confederate memorials were put up almost 40 years after the Civil War was over?
- **Ask:** What sort of message do you think was being sent if the memorials were being put up so much later?

Then, have students read **Source 3: Excerpt from Confederate Monument is Taken Down in Florida, 2023**. As students read, have them take notes on the memorial that was removed. Then, lead a class discussion to check for student understanding.

- **Ask:** What did the memorial depict? *Answers will vary, but students should mention that it was called "Tribute to the Women of the Southern Confederacy." It depicts a woman holding a Confederate flag and a woman with two children.*
- **Ask:** When and why was the memorial established? *1915. Answers will vary.*
- **Ask:** What did government leaders in Florida say about the monument's removal? *Answers will vary, but students should mention that Mayor Deegan ordered it to be removed and State Representative Dean Black was critical of the decision.*

Additionally, project the [Twitter Post from Dean Black](#) about the monument removal in Florida on a classroom display. Read the tweet aloud to the class, then lead the class in a discussion.

- **Ask:** Do you agree with Dean Black's perspective that people are tearing down history?
- **Ask:** Do you think history is being erased if a statue is removed?
- **Ask:** How do you think history should be preserved?



Gibbs Smith Education

Lesson Plan 1

As an exit ticket, have students write a one-paragraph reflection about what they learned in the lesson. Students can choose either of the prompts below to address in their response:

- Option 1: Why are Confederate memorials problematic? In your response describe the goals of the Confederacy and cite one source used in class today.
- Option 2: If you were to leave a comment in response to Dean Black's Twitter post about the removal of the Confederate statue, what would it say and why?

Homework

- Have students watch the [SME Confederate Flag Debate](#). Instruct students to write a one-paragraph summary of the arguments that were presented in the student debate. If this is not a feasible option for your classroom, consider watching the video together at the start of the next class.

Additional Resources

- [Why Confederate Lies Live On](#) - Clint Smith
- [Monuments to the Unthinkable](#) - Clint Smith
- [How a National Movement Toppled Hundreds of Confederate Symbols](#) - Audra D.S. Burch



Gibbs Smith Education

Lesson Plan 2

Confederate Memorials — Analyze Arguments

Common Core Standards

- **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources.
- **WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussion with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

This lesson builds upon the previous lesson by having students discuss what should be done with Confederate memorials. Should they be torn down? Should they be put in a museum? Or should some of them just be left alone? This lesson also provides more information on specific Confederate memorials.

★ **Note:** This three-day unit ending with a written assessment relies on students completing homework. If this is not a realistic option for your class, consider extending the unit to allow students to work on the homework assignments in class.

Remind students of the content from **Lesson 1** by showing the [Twitter Post from Dean Black](#). Then, write the following prompt on a classroom display, “What do you think should be done with Confederate Memorials? Why?” Have students select one of the options below and do a quick write or verbally share their response with the class, a partner, or small group.

- destroy the memorials
- keep all the memorials
- auction off the memorials for purchase
- put the memorials in a museum
- recycle the material from the memorials
- something else

Approx. Time



50+ minutes

Success Criteria



- Students will explain who they think the United States should memorialize.

Big Question



Using evidence from the sources used in class, answer the following question:

- Why are Confederate memorials controversial?

Materials



- [Slide Deck](#) for all lessons
- Evidence 4: Excerpt, *The Most Controversial Statue in America Surrenders to the Furnace, 2023*
- Sticky notes
- Poster paper

Author



Abigail Henry

- Email: theblkcabinet@gmail.com



Gibbs Smith Education

Lesson Plan 2

Explain to students that statues are not the only way historical figures are memorialized. Memorials can be parks, buildings, or street names. Then, have students think, write, and share based on the question below.

- **Ask:** If a park, statue, building, or street name was created to memorialize a historical figure, which would be most significant to you and why?

Provide students access to the [Whose Heritage Map](#). Provide five minutes to explore the various points on the map and have students choose one memorial that stands out to them. Invite volunteers to share their observations with the class. If one-to-one technology is not available, consider projecting the map on a classroom display and selecting one monument to examine together.

Next, use the [Slide Deck](#) to briefly lecture about three different examples of Confederate memorials. Provide an overview of the history behind the Nathan Bedford Forrest State Park in Tennessee, the street named after Jefferson Davis, and Stone Mountain in Atlanta, Georgia. Then, lead a class discussion.

- **Ask:** Do you think it matters that people are charged to enter a park that honors Confederate leaders?
- **Ask:** Do you think it matters if people drive on a street named after the President of the Confederacy?
- **Ask:** How do you feel about parks and carvings that were made to memorialize three Confederate soldiers?

Inform students that a monument of Robert E. Lee in Virginia was recently removed. This garnered a lot of media attention due to the way in which the memorial was removed. Then, have students read and take notes on [The Most Controversial Statue in America Surrenders to the Furnace](#). Depending on the needs of your class, consider pre-selecting excerpts from the article for students to examine.

Once students finish reading, invite volunteers to share their text observations with the class. Then, lead the class in a reflection discussion.

- **Ask:** What does Michael Tassel call a “public secret?” *A public secret is something that is collectively denied.*
- **Ask:** What is the author’s perspective on how memorials should be removed? *Answers will vary, but students should mention that the author argues a public ceremony should be held so that the community can recognize the change that is taking place. They also state that the removal ceremony should be as emotional and memorable as the ceremony that was held when the statue was put in place.*
- **Ask:** Do you think a public removal of a Confederate statue makes a difference to the community? Why or why not?
- **Ask:** Would you attend a ceremony to remove a Confederate memorial?
- **Ask:** How does a memorial being taken down affect a community?



Gibbs Smith Education

Lesson Plan 2

After the discussion, remind students of the prompt from the beginning of the lesson: “What should be done with Confederate Memorials? Why?” Then, hang six poster papers around the room titled “destroyed,” “keep all the memorials,” “auction off the memorials for purchase,” “put the memorials in a museum,” “recycle the materials from the memorials,” and “something else.”

Distribute sticky notes to each student. Have them write a three-sentence reflection on whether or not their opinion has changed since the beginning of the lesson. Then, direct students to place their sticky note on the poster that corresponds with their opinion to prompt.

Have students form a group with the classmates who chose the same Confederate memorial option as them. Instruct groups to discuss the reasoning for their choice. Then, invite volunteers to share their thinking with the whole class.

As an exit ticket, have students write a one-paragraph response to the following prompt: “Do you agree or disagree with Erin Thompson’s argument in the *New York Times* that the way a monument is removed should be just as emotional and symbolic as the way it was put up?” Students should cite one source from this lesson or **Lesson 1** in their response.

Homework

- Have students explore the [Whose Heritage Map](#) and select one to three memorials they would like to write about in their summative assessment. Instruct students to take notes on the details of the memorial and research the biography of the person who is memorialized. If this is not a feasible option for your class, consider giving students time in class to conduct research and explore the map further.

Additional Resources

- [Pulitzer Center/1619 Project unit on slavery.](#)
- [Pulitzer Center/1619 Project on teaching about slavery.](#)
- [Fort Pillow Massacre Spotlight on a Primary Source by the Gilder Lehrman Institute of American History.](#)
- [NPR’s “In many Southern states, June 3 celebrates the leader of the Confederacy” by Justin Hicks](#)
- National Geographic’s [“What role do tourists play in the future of Confederate monuments?”](#)



Gibbs Smith Education

Lesson Plan 3

Confederate Memorials — Argumentative Essay

Common Core Standards

- **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **WHST.9-10.8** Gather relevant information from multiple authoritative print and digital sources.
- **WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussion with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject demonstrating understanding of the subject under investigation.

This lesson asks students to synthesize their previous learning on Confederate Memorials. It challenges students to describe problems with memorials regarding who they honor and asks them to make a claim on what should be done with Confederate Memorials.

★**Note:** This three-day unit ending with a written assessment relies on students completing homework. If this is not a realistic option for your class, consider extending the unit to allow students to work on the homework assignments in class.

Approx. Time



50+ minutes

Success Criteria



- Students will analyze perspectives on Confederate memorials.

Big Question



Using evidence from the sources used in class, answer the following question:

- Why are Confederate memorials controversial?

Materials



- [Slide Deck](#) for all lessons
- Evidence 5: Excerpt, *How Race Has Shaped Our Memory of the Civil War and Emancipation, 2023*
- Summative Assessment Rubric

Author



Abigail Henry

- Email: theblkcabinet@gmail.com



Gibbs Smith Education

Lesson Plan 3

To introduce the lesson, watch [George Floyd's Death Sparks Movement to Reimagine Monuments](#) together as a class. As students watch the video, have them record facts that stand out to them in their notebooks.

- **Ask:** What stood out to you?
- **Ask:** Why do you think George Floyd's death inspired people to tear down Confederate memorials?
- **Ask:** Why was the Aunt Jemima brand changed? *Students should mention that the Aunt Jemima caricature employs a racial stereotype that originated in a 19th century minstrel song.*
- **Ask:** How do the examples discussed in the video demonstrate the importance of learning about Black history?

After the discussion, have students imagine they met someone who has never heard of Confederate memorials. Instruct students to write two sentences to summarize the history and controversy surrounding Confederate memorials. Then, have students share their writing with a partner or small group.

Inform students that the conclusion paragraph in an argumentative essay ties together the author's main points. It is also the last opportunity an author has to make any final points. Explain that the conclusion of their Confederate memorial essay should include a statement about their perspective on the type of person who deserves to be memorialized.

Next, distribute copies of **Source 5: Excerpt from *How Race has Shaped our memory of the Civil War and Emancipation***. As students read, have them identify and take notes on the author's opinion about who and what should be memorialized in the United States. Lead a class discussion to check student comprehension using the following questions:

- **Ask:** Why does the author argue that the African American Civil War Memorial is important? *Answers will vary, but students may mention that it is one of the few memorials to honor Black soldiers during the Civil War.*
- **Ask:** What does the memorial include? *Answers will vary, but students may mention that the memorial features a soldier departing his home with a list of the names of 200,000 Black soldiers. It also includes references to Fredrick Douglass's sons.*
- **Ask:** What does the author argue about wars and memorials? *The author states that all wars are fought twice, once on the battlefield and then again in our collective memories.*

Instruct students to write a four- to five-paragraph argumentative essay about Confederate memorials. As a class, review the **Summative Assessment Rubric** and inform students that their essays should include the following:

- one example of a problematic memorial
- suggestions of what to do with the memorial
- citations for at least three sources



Gibbs Smith Education

Lesson Plan 3

Project a copy of the table below. Alternatively, use the [Slide Deck](#) to discuss the different organizational options for students' argumentative essay.

Option 1	Option 2
Paragraph 1 - purpose of memorials Paragraph 2 - issues with Confederate Memorials in general Paragraph 3 - describe one specific memorial and the biography of the person/people memorialized Paragraph 4 - suggestions for what should be done with the specific memorial	Paragraph 1 - purpose of memorials Paragraph 2 - summarize the goals of the Confederacy Paragraph 3 - describe Confederate memorials in general and briefly mention one specific example Paragraph 4 - suggestions for what should be done with most Confederate memorials

Direct students to plan their argumentative essay. Have students consider which sources they would like to include as evidence in their writing. Each paragraph should include at least one source.

★**Note:** For students who might benefit from additional guidance and support, consider providing the scaffolded table below.

Option 1	Option 2
Paragraph 1 - purpose of memorials <ul style="list-style-type: none">• Use Sources 1 or 2 Paragraph 2 - issues with Confederate Memorials in general <ul style="list-style-type: none">• Use Sources 1 or 2 Paragraph 3 - describe one specific memorial and the biography of the person/people memorialized <ul style="list-style-type: none">• completed as homework or teacher created Paragraph 4 - suggestions for what should be done with that specific memorial <ul style="list-style-type: none">• Use Sources 4 or 5	Paragraph 1 - purpose of memorials <ul style="list-style-type: none">• Use Sources 1 or 2 Paragraph 2 - summarize the goals of the Confederacy <ul style="list-style-type: none">• completed as homework or teacher created Paragraph 3 - describe Confederate memorials in general and briefly mention one specific example <ul style="list-style-type: none">• Use Sources 2, 3 or 4 Paragraph 4 - suggestions for what should be done with most Confederate memorials <ul style="list-style-type: none">• Use sources 4 or 5

Give students time in class to write their final essay. As they are working, observe trends in student progress and provide live feedback to the class. Remind students that their writing should address the following:

- analyze the purpose of memorials and how they reflect what the United States values
- summarize the Confederates role in wanting to maintain the institution of slavery
- explain why these memorials are problematic



Gibbs Smith Education

Lesson Plan 3

As an exit ticket, consider having students review and edit their writing using the **Summative Assessment Rubric** as a checklist. Alternatively, if time permits, consider having students suggest edits and revisions for a peer's essay.

Extension

Consider providing students the following options as an extension to this lesson:

- **Option 1:** Have students research and debate the efficacy of the historical figures currently memorialized on United States currency. Allow students to propose alternative historical figures to memorialize.
- **Option 2:** Have students research and record observations on the Equal Justice Initiative's National Memorial for Peace and Justice. Instruct them to compare and contrast the memorial to the Confederate monuments they learned about.
- **Option 3:** Have students conduct further research on Clint Smith's book *How the Word is Passed*. Instruct students to summarize the history of the Whitney Plantation, Blindfold Cemetery, Galveston Island, or Gorée Island.



Gibbs Smith Education

Confederate Memorials Sources

Evidence 1: Excerpt, New Study Shows People Honored With Most Public Monuments in the U.S., 2021

By Patrick Young

1. Abraham Lincoln (193)
2. George Washington (171)
3. Christopher Columbus (149)
4. Martin Luther King Jr. (86)
5. Saint Francis of Assisi (73)
6. Robert E. Lee (59)
7. Casimir Pulaski (51)
8. Benjamin Franklin (48)
9. John F. Kennedy (44)
10. Thomas Jefferson (36)
11. Ulysses S. Grant (35)
12. Stonewall Jackson (33)
13. Jefferson Davis (30)
14. Marquis de Lafayette (30)
15. Andrew Jackson (27)
16. Theodore Roosevelt (27)
17. William McKinley (27)
18. Joan of Arc (26)
19. Nathan Hale (24)
20. William Shakespeare (24)
21. José Martí (23)
22. Thaddeus Kosciuszko (22)
23. William Clark (22)
24. Harriet Tubman (21)
25. Tecumseh (21)
26. Alexander Hamilton (20)
27. Junípero Serra (20)
28. Sacagawea (20)
29. Frederick Douglass (19)
30. Martin Luther (19)
31. Jacques Marquette (18)
32. Dwight Eisenhower (17)
33. Franklin D. Roosevelt (17)
34. Anthony Wayne (16)
35. Merriweather Lewis (16)
36. Simón Bolívar (16)
37. Robert L. Burns (15)
38. St. Paul (15)
39. Washington Irving (14)
40. William Penn (14)
41. George Rogers Clark (13)
42. John Marshall (13)
43. John Sullivan (13)
44. Nathan Bedford Forrest (13)
45. Oliver Hazard Perry (13)
46. Sam Houston (13)
47. Daniel Boone (12)
48. David Glasgow Farragut (12)
49. James Garfield (12)
50. John Logan (12)

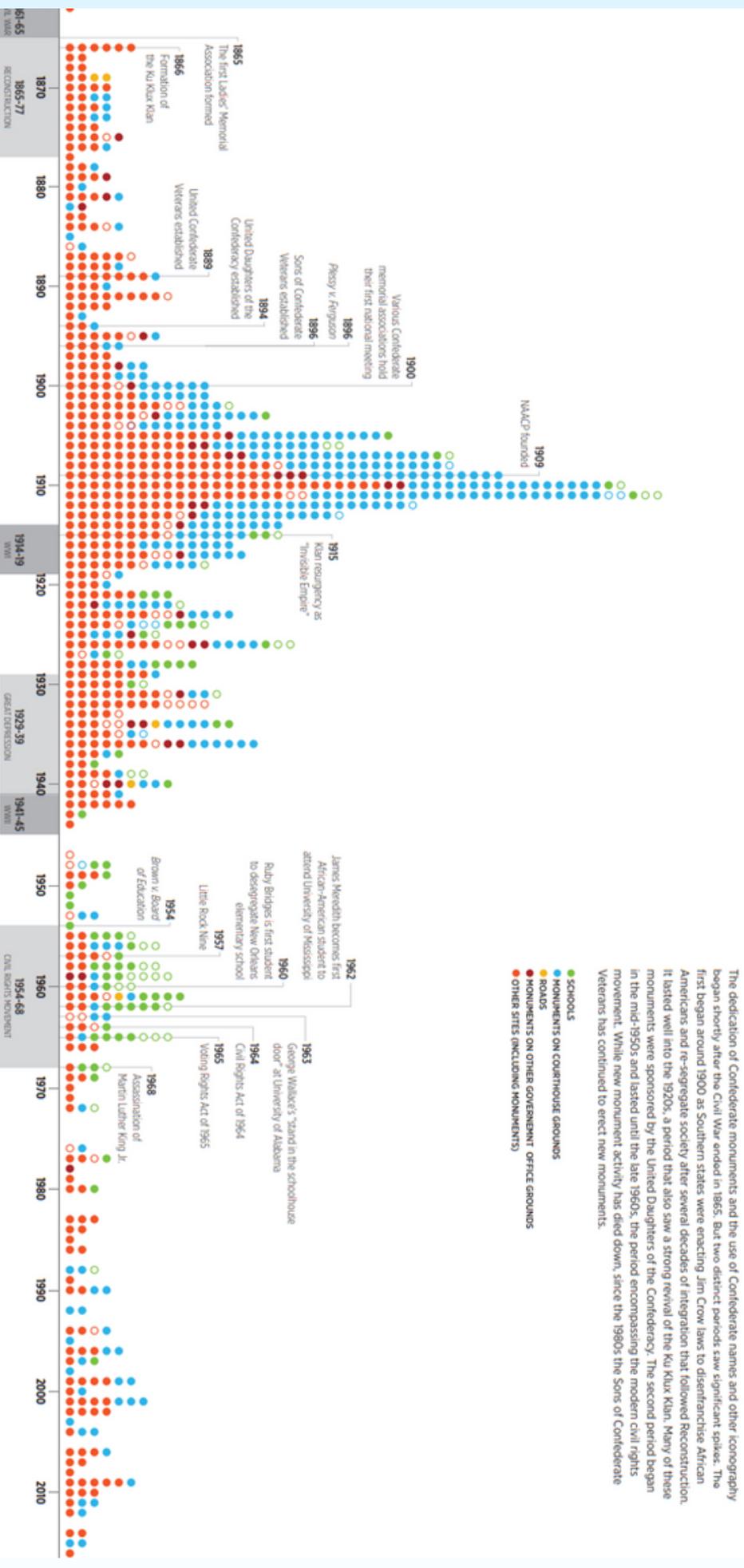
National Geographic discusses the study: Among the top 50 individuals commemorated.... Half of this group of 50 owned enslaved people, and all but six of these were white men.... The audit also discovered that American memorials reflect a national focus on violent events. Fully a third commemorate war. For example, while nearly 6,000 reference the Civil War, only nine mention the era of Reconstruction that followed. The study also found that memory of past violence is skewed: Not a single monument recalls any of the 34 massacres of Black Americans recorded during that tumultuous post-war period. The experience of African Americans is not the only thread of national history neglected in public spaces. The team counted nearly a thousand memorials erected after 1930 celebrating white pioneers but largely avoiding mention of the darker aspects of migration to the West, such as massacres, land grabs, and renegeing on solemn treaties with Native Americans.... “The story of the United States as told by our current monument landscape misrepresents our history,” the report concludes. “Where inequalities and injustices exist, monuments often perpetuate them.”



Gibbs Smith Education

Confederate Memorials Sources

Evidence 2: Graph, Whose Heritage? 153 Years of Confederate Iconography, 2023





Gibbs Smith Education

Confederate Memorials Sources

Evidence 3: Excerpt, Confederate Monument Is Taken Down in Florida, 2023

By Yan Zhuang

A Confederate monument was taken down in Jacksonville, Fla., on Wednesday, after an order by the city's mayor ended years of debate, as officials around the United States reckon with memorials on public property that commemorate the Confederacy.'

Donna Deegan, the Democratic mayor of Jacksonville, ordered the removal of two statues that were part of the "Tribute to the Women of the Southern Confederacy" monument in Springfield Park. In the early hours of Wednesday morning a crowd watched a construction crew use a crane to remove one statue, depicting a woman in robes carrying a Confederate flag, from the roof of the gazebo that housed the monument. A second statue, depicting a woman reading to two children, was then taken off a pedestal inside the gazebo. The removal was livestreamed on social media. Ms. Deegan said in a statement on Wednesday that the monument had been erected as part of a campaign to promote discriminatory Jim Crow laws and intimidate Black people.

The memorial was commissioned by the Florida division of the United Confederate Veterans, a national organization that promoted the "lost cause" myth that the Civil War was a noble fight for states' rights. The statues were erected in 1915, a year after the United Confederate Veterans held an annual reunion in Jacksonville that was attended by about 8,000 former soldiers. Five months after the reunion, the city renamed the park Confederate Park. It was renamed Springfield Park in 2020. Ms. Deegan said the removal of the statues from the gazebo, which will remain standing, was not an attempt to erase history, but "to show that we've learned from it..." "By removing the Confederate monument from Springfield Park, we signal a belief in our shared humanity," she added.

Discussions about the fate of the statues began in 2020 under Jacksonville's previous mayor, Lenny Curry, a Republican. Confederate monuments were coming under renewed scrutiny after the police killing of George Floyd.

The removal of the Jacksonville memorial has attracted criticism from conservatives, including Dean Black, a Florida State representative, who filed legislation to block cities in the state from removing Confederate and other historical memorials.

On social media, Mr. Black condemned the decision to remove the statues as a "stunning abuse of power."

The City Council voted down proposals to remove the Tribute to the Women of the Southern Confederacy memorial when Mr. Curry was in office. Then earlier this month, Jacksonville's general counsel determined that Ms. Deegan did not need approval from the City Council if the statues could be removed without city funds.

The \$187,000 cost of the removal was paid for with a grant from the Jessie Ball DuPont Fund and anonymous donors, Ms. Deegan said.



Gibbs Smith Education

Confederate Memorials Sources

Evidence 4 - Excerpt, [The Most Controversial Statue in America Surrenders to the Furnace, 2023](#)

By Erin Thompson

Confederate monuments bear what the anthropological theorist [Michael Taussig](#) would call a public secret: something that is privately known but collectively denied. It does no good to simply reveal the secret — in this case, to tell people that most of the Confederate monuments were erected not at the end of the Civil War, to honor those who fought, but at the height of Jim Crow, to entrench a system of racial hierarchy. That's already part of their appeal. Dr. Taussig has argued that public secrets don't lose their power unless they are transformed in a manner that does justice to the scale of the secret. He compares the process to desecration. How can you expect people to stop believing in their gods without providing some other way of making sense of this world and our future?

..over the past few years, I've come to realize two things. First, when a monument disappears without a ceremony to mark why it is coming down, a community has no chance to recognize that it has itself changed. (Ideally the ceremony is public, but because of safety concerns, the melting I attended was not.) Second, if you are outraged that something's happening to your community's heroic statue of Lee, you're not going to be any less outraged if the statue is moved to some hidden storeroom than if it's thrown into a landfill. So if all changes, large or small, will be resisted, why not go for the ones with the most symbolic resonance?

That's why the idea to melt Lee down, as violent as it might initially seem, struck me as so apt. Confederate monuments went up with rich, emotional ceremonies that created historical memory and solidified group identity. The way we remove them should be just as emotional, striking and memorable. Instead of quietly tucking statues away, we can use monuments one final time to bind ourselves together into new communities.



Gibbs Smith Education

Confederate Memorials Sources

Evidence 5: Excerpt, How Race Has Shaped Our Memory of the Civil War and Emancipation, 2023 by Dawn Chitty

When thinking about Black people during the Civil War, our collective public memory recalls enslaved people but not immediately those who endured the yoke of slavery or played a part in emancipating themselves. The African American Civil War Memorial in Washington D.C., erected in 1998, is one of the few memorials to honor Black soldiers during the Civil War.

Neither large nor grand, the monument stands just 10 feet tall and features soldiers on the front and a soldier departing his family on the back with the 200,000 names of the United States Colored Troops listed on the walls behind the statue. Some of the names honored here are familiar to us: Frederick Douglass's two sons Louis and Charles, Sojourner Truth's grandson, and Paul Lawrence Dunbar's father, Joshua.

For some, the statue and the wall surrounding it represent the only place to pay homage to soldiers who received little to no public recognition of their deeds or memory for decades.

All wars are fought twice, first on the battlefield, then in our collective memory. The memory of the Civil War is just as contested as it was when it ended in 1865. To some, the memory of the Civil War is a fight for heritage, while for others, it's a part of a legacy of emancipation that has yet to be recognized.

While the history of the war remains unsettled, we continue to grapple with how the past will be taught to future generations. Memorials play a part because they are the product of a tangible, anguished shared history and show how the nation is still divided over memory of the Civil War, slavery, and emancipation.



Gibbs Smith Education

Confederate Memorials Sources

Summative Assessment Rubric

Big Question	Who should the United States memorialize?
Instructions	Write a four- to five-paragraph argumentative essay addressing the Big Question . Your essay should include at least one example of a problematic memorial, suggestions of what to do with the memorial, and cite at least three sources.

	Ideas	Organization	Language	Support
Level 5	Clear opening paragraph that provides necessary historical context for an unknowing reader and includes a thesis. Each paragraph builds upon previous ideas.	Clear organizational strategy including introduction and conclusion. Ideas are ordered logically. Transitions are used to flawlessly transition between and within paragraphs.	Writer uses both sophisticated vocabulary and sentence structures throughout the entire piece to enhance the arguments. No errors present.	Writer chooses best evidence to enhance arguments, and commentary deepens understanding of the evidence. Includes four or more sources accurately cited.
Level 4	Clear opening/thesis that provides almost all necessary historical context. 80% of paragraphs build upon previous ideas.	Clear organizational strategy. Ideas are ordered logically. Transitions are used to clarify relationships between ideas. Clear organizational strategy. Ideas are ordered logically	Writer uses some sophisticated vocabulary and sentence structure. Minimal noticeable errors.	Writer chooses best evidence to enhance reasons, and commentary often deepens understanding of the evidence. Includes three sources accurately cited.
Level 3	Clear opening/thesis that provides some historical context. 60% of paragraphs build upon previous ideas.	Clear organizational strategy. Ideas are ordered logically. Transitions are present but sometimes fail to clarify relationships between ideas.	Writer occasionally impresses with word choice/sentence structure. Any errors do not hinder meaning.	Writer develops reasons that are occasionally broad, or occasionally repetitive. Evidence is present but is sometimes lacking relevance. Includes two sources accurately cited.
Level 2	Clear opening/thesis that takes a stance on the issue, Paragraphs contain historical inaccuracies, are repetitive, or lack historical context for unknowing readers.	Paragraph breaks are used. Transitions are sometimes present but often do not clarify relationships between ideas.	Writer's word choice is basic and often unclear. Sentence structure is inconsistent or very basic. Errors distract from understanding the writer's meaning.	Writer develops the thesis into a set of reasons that are overly broad, or occasionally repetitive. Writer utilizes evidence but it is lacking in relevance or does not include enough evidence. Includes one source accurately cited.
Level 1	No thesis—Writer does not take a stance, or takes a totally unclear stance on the issue. Ideas are illogical.	Paragraph breaks are not used.	Writing is not understandable due to constant errors.	Writer does not include evidence to support any claims. No source or irrelevant source.