

Memorializing the Red Summer: whom do we remember and how do we memorialize them?

In this lesson, your students will face two tasks. The first will be to consider how society remembers important events and the kinds of memorials we build to remember those events. Students will reflect on their own experiences of seeing memorials and statues and then try to find commonalities among them.

For the second part, students will create a monument and write the text for a historical marker for a city impacted by the violence of the Red Summer of 1919. This activity will not require artistic ability. Students should imagine they are presenting their ideas to an artist or architect who will then design the project. This lesson provides resources to help students understand the expectations for designing a memorial.

Part One:

1. Ask your students the following questions and record the answers on the board.
 - a. What qualities are expected to be honored?
 - b. Who usually gets honored?
 - c. Where are the statues usually located?
 - d. What makes a monument popular?
 - e. What makes a monument controversial or disliked?
 - f. Who designs and creates them?
 - g. What are some famous monuments (write the list on the board)?
 - h. Bring up images of the monuments. How are the monuments similar? Different?
 - i. Has anyone ever visited any of the monuments? How did they feel when they saw the monument in person?

2. Looking at monuments, which break the expectations of traditional monuments? How do these differ from what one might consider to be “classic” monuments?
 - The Burghers of Calais: <https://smarthistory.org/rodin-the-burghers-of-calais/>
 - The Korean War Memorial: <http://www.koreanwarvetsememorial.org/the-memorial/>

Part Two: Creating a monument for a “Red Summer” city.

1. Access the timeline from *Visualizing the Red Summer*.
 - a. https://visualizingtheredsummer.com/?page_id=6
2. Either assign or have students choose a city, read the information provided, and then do additional research to find out about the events in that city.
 - a. Is there a monument honoring victims of the Red Summer riots in the city already?
 - i. If yes, have students present images of it to the class and provide their views on the monument.
 - ii. If no, what kind of monument would they want to create and install to honor the victims of the riots?
 - b. When examining or planning a monument, students should consider elements such as, but not limited to:
 - i. Size
 - ii. Materials
 - iii. Placement/ location
 - iv. Symbols
 - v. Emblems
 - vi. Graphic elements
 - vii. Color
 - viii. Audience
 - ix. Purpose
 - x. Subject
 - c. Many states and historical societies have rules and guidelines for writing historical markers. Here is an example from the *Florida Division of Historical Resources*. When writing the text for the historical marker, students should follow these guidelines:
 - i. Marker text should answer the question "What's so special that deserves recognition?"
 - ii. Provide the most relevant, interesting information you can.
 - iii. Use the resource description and statement of significance as the basis of the proposed marker text.
 - iv. Make sure the proposed marker text gives context to the resource.
 - v. Make sure text follows a logical, chronological sequence.
 - vi. Avoid using long words. Marker text is limited to 1,235 characters in length, including letters, numbers, spaces and punctuation.
<https://dos.myflorida.com/historical/preservation/historical-markers/how-to-apply/marker-text-tips-examples/>

Resources:

From NCTE: *Understanding Historical Markers* handout
<http://www.readwritethink.org/files/resources/lesson-docs/30810UnderstandingMarkers.pdf>

From NCTE: *Historical Marker Assignment* rubric

<http://www.readwritethink.org/files/resources/lesson-docs/30810Rubric.pdf>

<https://www.travelchannel.com/destinations/us/photos/us-memorials-and-monuments>

<https://www.fodors.com/news/photos/top-10-all-american-landmarks>

<https://www.thoughtco.com/ancient-monumental-architecture-types-167225>