ESSENTIAL QUESTION:
- What is the purpose of murals, memorials and monuments and how do they shape our collective memory or the way we think about history?

BACKGROUND READING:
2. Kriston Capps, "The Gender Gap in Public Sculpture"

STUDENT READING MATERIALS:
1. Lorraine Boissoneault, "The Suffragist Statue Trapped in a Broom Closet for 75 Years"
2. Martha S. Jones, "How New York’s New Monument Whitewashes the Women’s Rights Movement"

LESSON MATERIALS:
1. Warm-up worksheet
2. Part I-Early Suffrage Monuments worksheet
3. Part II-The Suffrage Parades and Forgotten Marchers worksheet
4. Part IV-Memory and Choices Today worksheet

TEACHING STRATEGIES for Monuments and Memory

I. Warm-up (whole class)
   A. Introduce topic and essential question and distribute the worksheet.
   B. Image analysis: hook students by asking them to 1) name the subjects of famous American monuments and b) the subjects of monuments in Chicago’s Lincoln Park. All are white men.
   C. Discuss the design choices behind monuments: subject, scale and location and how these choices shape collective memory.

II. The Early Monuments and the Problem of Visible Representation (group work)
   A. Working in pairs or groups, have students analyze the two images of the Portrait Monument to Women’s Suffrage using this worksheet.
   B. Read/pair/share discussion of the Boissoneault article, using the same worksheet.

III. The Suffrage Parades and Forgotten Marchers: What Story Gets Told
   A. As a class, analyze the Cox mural of the 1917 suffrage parade
   B. Watch the TED talk on the 1913 national suffrage parade, using active viewing worksheet.
   C. Reflect on the issue of choices and subjectivity in public art, using the worksheet;

IV. Memory and Choices Today (group work)
   A. Have students explore two recent suffrage memorials and compare the design choices.
   B. Show the first 7 minutes of the video about the winning design for the NYC monument. Students should engage in active viewing/listening using this worksheet.
   C. Assign the Jones article and have students add their conclusions to the worksheet.

V. Design a Suffrage Memorial
   A. Introduce the project and possible approaches so students can brainstorm.
   B. Explain requirements and assign as homework or an in-class summative assignment.

→Return to Educator’s Guide