Lesson Overview

With war and struggle comes the desire to memorialize: remembering those who served, recognizing heroism, and providing a place for citizens to reflect. This lesson will ask students to consider the need to create meaningful memorials and, ultimately, to design a memorial for all veterans of all our wars. The lesson includes resources from Discovery Education and other sources, including videos, images, and written text, for students to study as they develop understanding that will lead to their memorial design.

Essential Questions

- Why is it important to remember those who have served in the military?
- What does Remembrance Day have in common with Veterans Day?
- What are the key components in successful memorials

Background for Teachers

**Veterans Day**, formerly Armistice Day, is a holiday observed annually in the U.S. in honor of all those, living and dead, who served with the U.S. armed forces in wartime. Some states observe the holiday on November 11 and others on the fourth Monday of October. Armistice Day, the forerunner of Veterans Day, was proclaimed in 1919 to commemorate the termination (at 11 am on Nov. 11, 1918) of World War I. On the first anniversary of the truce, U.S. President Woodrow Wilson issued a proclamation eulogizing fallen Allied soldiers and referring to November 11 as Armistice Day. It became a holiday in the U.S., France, Great Britain, and Canada.

The holiday acquired its present name and broadened significance in the U.S. in 1954. In Canada it is known as Remembrance Day, and in Great Britain, as Remembrance Sunday.

Resources (see end of packet for Materials)

- Resources
  - Remembrance Day
    - Discovery Education/Tower of London Virtual Field Trip [link]
    - John McCrae: "In Flanders Field" [audio / poem – 1:22]
  - United States Memorials: Photo Gallery (to be accessed and/or printed by teacher)
    - Photos of World War II Memorial
    - Photos of Korean War Memorial
    - Photos of Vietnam War Memorial
  - Veterans Day
    - United States: Honoring Veterans [video segment: 2:03]
    - Celebrating Veterans Day [video segment: 4:00]
    - Veterans Day Encyclopedia Article [text]
  - World War I
    - National War Memorial in Ottawa (website)
    - Virtual Tour of Victory Square in Vancouver (website)
  - World War II Memorial
    - National WWII Memorial: Facts [website]
    - National WWII Memorial: Photos [website]
  - Korean War Memorial
    - Korean War Veterans Memorial: Memorial [website]
    - US Army Corps of Engineers: Korean War Veterans Memorial [website]
  - Vietnam War Memorial
    - Meet Maya Lin [video segment: 5:16]
    - Reading Rainbow: Feature Book: The Wall [video segment: 7:34]
  - Extension Resources: Memorials
    - Maya Ying Lin Designs the Vietnam War Memorial [video segment: 5:34]

- Materials
  - "In Flanders Field" poem by John McCrae
  - Photo Gallery Sheet
  - Note-Catcher
  - Graphic Organizer: Memorial Considerations
TEACH

What considerations need to be made when designing memorials?

Students will get an introduction to Remembrance Day, including the poppy installation at the Tower of London, and Veterans Day in the U.S. Then, students will look at pictures of various war memorials, watch video segments, and navigate websites to familiarize themselves with the designing of memorials to honor veterans of war. At the end of the lesson, students will design a memorial for all the veterans of all the wars, using their new knowledge to inform their design, and will explain their memorial in a short artist’s statement.

Day 1: Remembrance Day

1. Register for and participate in the Virtual Field Trip on Monday, November 10, 2014: http://www.discoveryeducationuk.com/remembrance

   This year Remembrance Day takes on additional significance as it marks the 100th anniversary of the commencement of the First World War. To commemorate this unique anniversary, Discovery Education and the Tower of London will be making a series of resources and initiatives available for schools to enhance their own remembrance plans.

2. Play the audio: John McCrae: “In Flanders Field” [audio / poem – 1:22]. Give students a copy of the poem, so they can follow along as they listen. Have the students try to guess what the poem is about and ask them to cite words/phrases from the poem to support their guesses.

   [The fields of Flanders and the red poppy have become an emblem of Remembrance Day; the poppies bloom naturally in Flanders and the color signifies the blood spilled in the war.]

   Ask students to respond to the following questions in their journals, or in pairs or small discussion groups:

   a. What image is conveyed in the first stanza? How is the image separated from what is still alive?
      i. The image is of a cemetery that marks the death from the war, and of life going on above (the larks), despite the drowning out of life by the guns of war.

   b. In the second stanza, who is speaking? Why are these details important?
      i. The dead soldiers are speaking. The small, tactile details (of dawn and a sunset, of loving and being loved, serve to convey the humanity of each individual that so recently died. It gives a sense of the personal and the immediate.

   c. The final stanza conveys a request, or even a directive, from the poem’s speakers. What is the request?
i. The “we” of the poem is handing over the responsibility to fight for liberty and justice. It is imploring the living to continue this fight, so the dead may rest in peace and with faith that their struggle was not in vain.

d. What is the significance of the poppies in this poem and for Remembrance Day?

  i. The poppies signify the marking of the dead – “between the crosses, row on row” – and the memorialization of the dead and continuation of life – “though poppies grow.”

Engage in a whole-class discussion about the meaning of the poem.

3. Have students select one of these Culminating Task options to demonstrate their learning:
   a. Create a series of Instagram-style photos with captions that sum up what you learned today. These can incorporate the poem and/or Tower of London memorial.
   b. Write a movie trailer script for a documentary made about Remembrance Day and/or the memorial.
   c. Write a travel blog that will persuade someone to visit the Remembrance Day memorial.

Day 2-3: Veterans Day

1. Ask students to recall what they learned yesterday from the Virtual Field Trip and the poem, “In Flanders Field.” Tell students that today’s lesson will focus on several examples in North America that serve to honor the sacrifices made in various wars in the last 100 years.

2. Provide the eight images on the Photo Gallery Sheet and have students pick the one to which they feel most drawn and note the key features in their selection. Have them write about why they were drawn to the particular photo they chose.

3. Ask students if they know what the American equivalent to Remembrance Day is. Have a few students share and then play the videos United States: Honoring Veterans [video segment: 2:03] and Celebrating Veterans Day [video segment: 4:00]. After the videos, have students talk with a neighbor using the 3-2-1 strategy: share 3 things you learned, 2 facts of images you found interesting, and 1 question you still have. Take a few minutes to have some students share out to the whole class.

4. Have students explore a variety of media about several war memorials.

   - Korean War: Korean War Veterans Memorial: Memorial and US Army Corps of Engineers: Korean War Veterans Memorial [website pages]
   - Vietnam War: Meet Maya Lin and Reading Rainbow: Feature Book: The Wall [video segments]
As they are exploring, they should consider the following questions for each memorial and make notes on their note-catchers.

a. What is the purpose of this memorial?
b. How many people does it serve to memorialize?
c. How are the individuals represented?
d. What text/words did the designer choose to add meaning to the memorial?

Consider using the A-E-I-O-U strategy to help students connect to the media. (This strategy encourages students to identify how they feel and think about a certain piece of media, using an Adjective, an Emotion, an Interesting fact, an “Oh,” and an “Um?” A full description of the strategy can be found via the link, above.)

5. Assignment: Design a Veterans Memorial

As a culminating task, students will design their own memorial for veterans of all wars. They should use what they’ve learned about the memorials they have already studied that honor those who served in the various world wars. They can also use their Memorial Considerations graphic organizer to help them develop their design.

Provide students with the following assignment and the attached rubric. Allow for variety in the representation of the memorial – drawing, modeling, digital rendition, etc.

*As an extension, students can take pictures of their designs and use Board Builder to share their memorials. Using text boxes, they can include their artist’s statements, explaining their rationale. The boards can be tagged “Veterans Day” and can be shared at the school, district, or DE level.
DESIGN A VETERANS MEMORIAL: ASSIGNMENT

You have been asked to create a memorial that honors all veterans of war and helps survivors remember their sacrifice and heroism. Your memorial can be in any medium, but should be designed so that the public can access and enjoy it.

Components to consider:

- Location
- Materials
- Design
- Symbolism
- Emotion and Experience for Visitors

Render your design in any medium you like, in 2D/3D, on paper, as a model, or in digital format.

Include a one-paragraph, written Artist’s Statement to explain your memorial’s design and significance.

See the attached rubric for guidance on the multiple parts of this assignment.
In Flanders Fields
By, Lieutenant Colonel John McCrae
Canadian Army

In Flanders Fields the poppies blow
Between the crosses row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.
World War II Memorial in DC

Korean War Memorial in DC

World War I Memorial in Ottawa

Vietnam War Memorial in DC

World War II Memorial in DC

WW I, II, and Korean War Memorial in Ottawa

Vietnam Memorial in DC

Korean War Memorial in DC
## Features of Memorials

<table>
<thead>
<tr>
<th>Memorial</th>
<th>Features</th>
<th>Sketch</th>
</tr>
</thead>
<tbody>
<tr>
<td>World War II Memorial</td>
<td></td>
<td></td>
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<tr>
<td>Korean War Memorial</td>
<td></td>
<td></td>
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<tr>
<td>Vietnam War Memorial</td>
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<td></td>
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<tr>
<td>Veterans Memorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(your design)</td>
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</tbody>
</table>
Use this chart to capture your ideas for a Veterans Day memorial design.

How will you represent these things? Write and draw your notes in the boxes.
### Memorial Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Design</strong></td>
<td></td>
<td></td>
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<tr>
<td>Impact: the design reflects the gravity of purpose to honor veterans' service</td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Symbols</strong></td>
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<tr>
<td>Elements of the design are symbolic to war, struggle, sacrifice, bravery, honor, courage (i.e. soldiers placed in specific stances to show struggle forward or attack from all directions)</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td><strong>Materials/Location</strong></td>
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<td></td>
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<tr>
<td>Consideration is shown for the specific materials and location proposed (i.e. black marble for reflection and disappearing names when it rains)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td></td>
<td></td>
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<tr>
<td>The prototype/drawing/mock-up is detailed enough to reflect the specifics of the design</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Artist's Statement</strong></td>
<td></td>
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<tr>
<td>The accompanying paragraph clearly explains the artist's thinking and the memorial's features.</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20</td>
<td></td>
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