

# World War II Memorial Lesson Plan



## Background -

The oral history of the World War II events documented through out *In This Great Struggle* are the personal reflections and experiences of the brave men and women who actually lived it. While we are simply hearing a story, these things truly happened! It is important for us to preserve the memory of what took place so that future generations will not just learn about it, but also find a way to relate to these experiences and connect them to the present. In doing this we will hopefully educate and forge a personal connection within these young minds so that they both respect the struggle that these men endured to preserve our freedom and also commit to sharing these experiences with future generations so that this story will never disappear from our collective memory.

## Overview -

Students will design their own memorial to be placed in a public area that will preserve the memory of what these men accomplished and honor their sacrifice. Memorial designs are theoretical and can therefore be meant for large (National Mall – Washington DC) or small areas (Public Square - small town). Students should sketch designs for how the monument should look and also be prepared to explain what purpose it is meant to convey. What thoughts, feelings, emotions should this work inspire and what should people take away from it after viewing? Creativity, insight and explanation are very important here. Students without much artistic ability can still achieve success if their monument is meaningful and well explained. Group discussion will follow regarding collective memory and preservation of historic events using the provided prompt points.

### I.) Introduction to assignment and brief WWII background.

- Briefly discuss WWII history touching on honor and personal sacrifice.

### II.) War Memorial Background and Discussion

- Discuss examples of Current War Memorials (Show pictures if necessary).
- Touch on design, location, and most importantly the purpose of the monuments and what they are meant to symbolize. (Freedom, bravery, loyalty, memory, patriotism, etc.)

### III.) Worksheet

- Students should use the space provided on the worksheet to design their own WWII memorial.
- Instead of simply drawing a flag and saying that it stands for America, students should take some time to put real thought into their designs.
- Prompt them by suggesting that they consider what would be interesting and meaningful to them if they were on a trip and encountered this memorial.

- What would catch their eye? What would most move them? What would make them stop, pay attention and take a moment to reflect on the history of this event?

- Once again, the artistic quality is nice but not the most important aspect here. Students who fully explain the meaning behind their design will find the most success.

#### IV.) Presentation

- Allow each student to stand and present their design to the class.

- This does not have to be a formal presentation, however it should be taken seriously and fully explain the background of their design.

- Who is the intended audience? Where would it be located? What does it stand for? What should people take away from it after viewing?

#### V.) Group Discussion

- After each student has presented their work lead the class in a group discussion about collective memory and the preservation of historic events.

- How can we connect these stories to the present? How should we honor these heroes? What is a fitting way to carry on their memory? How can we make sure that these stories and these people are not forgotten? Are monuments still relevant? How can they be updated to survive in the modern world and the future?

#### **Common Core Standards -**

Middle School - CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

High School - CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### **IL Standards -**

Middle School - SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant

SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.

High School - SS.H.5.9-12: Analyze the factors and historical context that influenced the perspectives of people during different historical eras

SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

# WWII Memorial Worksheet

Use the space provided to design your own memorial monument in order to best preserve the memory of WWII soldiers and the sacrifices that they made in order to ensure our freedom. Be prepared to present your design to the class and discuss its meaning afterward.



Explain your design here. Who is the intended audience? Where would it be located? What does it stand for? What should people think about after viewing it? (Use back of page if necessary)