

Rethinking Suffrage 2020

LESSON PLAN--MONUMENTS AND MEMORY: HONORING SUFFRAGISTS (1921-PRESENT)

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:

1. Jim Grossman, ["Whose Memory? Whose Monuments? History, Commemoration and the Struggle for an Ethical Past"](#)
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 TEDEd [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.

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