

## LESSON PLAN

**Title:** Memory and History: The Missing Story

**Time:** 2 days

**Objectives:**

1. Create a monument to industrialization
2. Examine the lyrics and meanings of the Star Spangled Banner and Lift Every Voice and Sing
3. Draw conclusions about the conditions of African Americans at the Cusp of the 20<sup>th</sup> century

**Procedures:**

1. Introduction:

DISTRIBUTE “Monument to Industrialization” sheet. Read to class: In the last unit on Industrialization, you participated in three lessons: You looked at the industrial giants and determined who was a “captain of Industry” and who was a “Robber Baron.” You also then turned your attention to the conditions of labor by looking at testimony from workers and employers. You looked at data collected by the Massachusetts Bureau of Labor and determined what employees and employers thought about each other. Finally, you looked at a collection of statistics and quotes from famous leaders about America, labor and management on the cusp of the 20<sup>th</sup> century.

As you think about those three lessons, I want you to ask yourself a couple of questions:

What was the story that was told by the primary sources you examined?  
In other words, what was industrialization like for America?

Who benefitted by the economic changes brought by industrialization?  
Who did not benefit by the economic changes brought by industrialization?

2. Get into a group of four. Share your answers to the above questions. Are you in agreement? Close to an agreement? (While students are discussing their answers, DISTRIBUTE a piece of poster paper to each group.)

If you are in general agreement, each group needs to design a “monument” to Industrialization. Think about what would be in it/on it; and what it would look like. (Make sure students understand what goes into a monument: a designed structure to commemorate a person or event. All monuments are “denkmal,” which means “thought object.” Monuments are meant to be conversations, to engage our senses – our intellectual intelligence and our emotional intelligence. See ppt. for some samples. Ask students for other examples.)

Distribute crayons and colored pencils for students to use to “draw” their monument. They will need to be able to explain their Industrialization Monument to the class. (PLAY Industrialization Playlist.)

3. Once each group has reported out their Industrialization Monument proposal (have each group tape their poster on the board), ask the following questions of each group:

What did you consider was important enough to put into your monument?  
Why those items?

What are visitors to your monument suppose to feel? Respond to? React to?

4. Ask entire class to think about how these “monuments” are strengthening national identity among citizens of such a diverse nation.

At the turn of the 20<sup>th</sup> century, the United States was in the midst of a Monument construction boom. Most of these monuments were centered on the themes and interpretations of the Civil War. Importantly, these monuments were also about strengthening a national identity – so that we all had the same point of view. At the same time, public support for the creation of a national anthem grew. The anthem was to reflect our nation’s history and people.

DISTRIBUTE Star Spangled Banner Background and Lyrics. Read aloud the background and play the entire song then finish reading the background.

Questions after song:

Were you familiar with all four verses of the Star Spangled Banner?

What messages are being created in the Song?

Why would the Star Spangled Banner finally be accepted as the National Anthem?

Day 2:

5. Let's reexamine the idea of national unity and identity. From what you understand about the national anthem, and your monuments on industrialization, whose story is left out? (many possible responses, but focus on African Americans)

Following the Civil War, the nation faced a new challenge – integrating African Americans within the whole of society, while at the same time regaining order of the Southern states. We have already studied how during the Reconstruction Era, African Americans struggled to be treated as full-fledged citizens. You saw how labor contracts, sharecropping, Black Codes, Jim Crow laws and the Ku Klux Klan continued to restrict freedmen's rights. Despite the passage of such legislation as the 13th, 14th, and 15th amendments, African Americans were still kept in subservience. You even saw the film: "Slavery by Another Name" to show how laws kept African Americans in a form of slavery until World War II.

We have seen how the Cusp of the 20<sup>th</sup> century for whites was a particular story, but was that the same for blacks in America?

6. Let's take a look at the Cusp of the 20<sup>th</sup> century for African Americans. **DISTRIBUTE:** African Americans on the Cusp of the 20<sup>th</sup> Century Statistics. Have students work in groups analyzing the statistics and filling out the Data Chart.

Once data is completed, ask:

What patterns do you see in this data?

Are African Americans in the same position as whites?

Would African Americans have the same perceptions of America at turn of the century? If it is different, what would that difference be?

7. So let's recap: The Cusp of the 20<sup>th</sup> century saw Americans experiencing a changing economy – the building of an industrial economy. Americans were also trying to build a new National identity. The National Anthem was one such attempt at National identity. But African Americans had a different course to follow. Considering the statistics, would African Americans feel connected to the Star Spangled Banner? Does the song speak to their history?

At the same time that the National Anthem is being chosen, African Americans created another anthem. **DISTRIBUTE:** Lift Every Voice and Sing Background and Lyrics. Read aloud the background and play the entire song.

Questions after song:

Were you familiar with this song? Where did you learn it?

What messages are being created in the song?

Why would “Lift Every Voice” become the Negro National Anthem?

What are the differences in imagery between the “Star Spangled Banner” and “Lift Every Voice”?

8. Return to each student group their original design of a Monument to Industrialization. Ask students to look carefully at their drawing and determine if the “narrative” of their monument includes whites and blacks? If not, either modify their monument or draw a new monument on industrialization that reflects the white narrative and the black narrative. Be prepared to present your new or modified monument.
9. Ask students to present their new or modified monument. Tape their drawings up on the board. Ask how their new or modified monument is inclusive? Is the inclusion equal? Would visitors see both a black and white narrative? How would they respond to the new narrative?
10. Ask students to now think of a monument that they have seen. Think about whether the monument in their head is inclusive or exclusive. If it is exclusive, can the monument be modified to provide inclusion? Should the monument be modified to provide inclusion? Or should new monuments be build?

**Materials:**

Worksheet: Monument to Industrialization

Powerpoint: Monuments

Paper Poster size

Crayons/Pencils

Lyrics: Star Spangled Banner

Lyrics: Lift Every Voice and Sing

Worksheet: African Americans on the Cusp of the 20<sup>th</sup> Century Statistics