



LESSON 5: DESIGNING A MEMORIAL

OUTCOMES

- Students will be able to . . .
- analyze various memorials (Evidence)
 - design a memorial for an individual narrative
 - construct a memorial for an individual narrative (optional)

MATERIALS

- **BLM #5.1** – Memorial Analysis (1 per student)
- **Rubric #5.1** – Memorial Analysis (1 per student)
- **BLM #5.2** – Memorial Design (1 per student)
- **Rubric #5.2** – Memorial Design (1 per student)

SUGGESTED TIME FRAME

- 80 minutes + design time (additional class time or homework at teacher's discretion)
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LESSON OVERVIEW

In this activity, students will analyze at least three existing memorials linked to the events from the grand narrative timeline. They will then use their findings to help them design and create a memorial to honour one of the narrative voices from Lesson #3.

PROCESS

1. Introduction (3 minutes)

- Explain what a memorial is to students.
 - *“A memorial is an object which serves as a focus for memory of something, usually a person (who has died) or an event. Popular forms of memorials include landmark objects or art objects such as sculptures, statues or fountains, and even entire parks.” ~Wikipedia*
- Explain to students that in this activity they will be exploring a minimum of three memorials linked to the events from the grand narrative timeline with the intention of using their findings to help them design and create a memorial to honour one of the narrative voices from Lesson #3.

2. Analyzing existing memorials (32 minutes)

- Assign each student one of the following memorials linked to some of the grand Canadian narrative events.
 - The Second Battle of Ypres
 - The Somme Offensive
 - The Battle of Vimy Ridge
 - The Halifax Explosion
 - The Battle of the Atlantic
 - The Raid on Dieppe
 - D-Day and the Normandy Invasion



- ii. Ask them to look at the source material related to their assigned memorial (e.g. pictures, interviews with the designers, etc.) and complete a copy of **BLM #5.1**.
 - Be sure to hand out a copy of **Rubric #5.1** – Memorial Analysis so that students understand the assessment criteria.
- iii. Once students have completed their graphic organizer, assign them to a group with 2-3 other students. Each member of the group should have analyzed a different memorial than the rest of the group members. Ask student group members to share their findings (**BLM #5.1**) with the group. For each memorial presented the group should discuss whether or not they think the memorial appropriately memorializes the event? Remind students to support their claims with evidence.

3. Designing a memorial (45 minutes)

- i. Ask students how a memorial to an event (like the ones they studied) might be similar and different than one to a person (like the one they will be designing). Brainstorm ideas on the board.
- ii. Explain to students that they will be designing and constructing a memorial to honour the narrative voice they learned about from Lesson #3. They can work individually or in a group.
- iii. Ask students to complete **BLM #5.2**
 - Be sure to hand out a copy of **Rubric #5.2** – Memorial Design so that students understand the assessment criteria.
- iv. Once students have completed **BLM #5.2** they should obtain feedback from the teacher and use that feedback to refine their design.

4. Constructing a memorial (optional – in-class or extension activity)

- i. Note: this activity would be ideal for classes that have access to a makerspace.
- ii. Have students construct a small scale model of the memorial they designed. Remind them that they will not likely be able to access all the materials they need to construct their memorial but that they should make every attempt to make the used materials look like the intended materials.
- iii. Once all memorials are completed have students conduct a gallery walk and/or put them on display for the school.