"Omissions and Inclusions": Texas State Capitol Monuments Help Us Remember our History
By Laura Martin

Duration: Four 50 minute class periods
Grade Level: Middle (Specifically designed for Texas History students)
Number of Students: Any
Key Vocabulary:
- Monument: A monument is something built to honor or remember a person or event.
- Confederacy/Confederate: The states that broke off from the United States to form a new country and fought the Civil War for slavery.

Key Idea to be Learned: The monuments on the Texas State Capitol Grounds represent the Texas History that we want to remember, but there are other parts of Texas History that have been ignored.

Enduring Understanding: We remember and memorialize certain parts of history that we want to remember or think that we should remember.

Learning Objective: Students will analyze memory in Texas by completing a scavenger hunt
about the monuments on the Texas Capitol Grounds. Then, students will analyze those monuments by participating in a class discussion about monuments and will create their own monuments.

Standards:

TEKS:
- (1)(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;
- (21)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
- (23)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Common Core Standards:
- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Background: This lesson was designed as a "end of year" project for Texas History students. They were able to synthesize what they learned about Texas History.

QR Code gives access to all resources

	Description	Materials
Day 1	Objective: Students will analyze the importance and meaning of historical monuments to United States and Texas history. Students will begin the lesson by predicting what they will read by doing a "prediction mixer" or a "tea party." With a partner, students will read the selection and answer the questions in their reading guide. To close, students will discuss what monuments and memorials mean to us, and when, if and how they should be removed.	• Step by Step Powerpoint • Tea Party Quotes • Reading • Reading Guide • Discussion Questions
Day 2	In order to introduce the monuments on the Texas capitol grounds, students will complete a scavenger hunt of the monuments The scavenger hunt will include analysis questions about which events or people groups in Texas History have been omitted or glossed over.	• Step by Step Powerpoint • List of monuments (used as a gallery walk for the scavenger hunt) • Scavenger Hunt and Discussion Questions • Scavenger Hunt KEY
Day 3	Students will choose a monument on the Texas Capitol Grounds to Research. This can be done in partners or independently (I would have them do it in partners-- more fun!)	• Step by Step Powerpoint • Research Questions • Research Resources
Day 4	Students will write a persuasive essay arguing whether their monument should stay as is, be altered, or be removed. This essay will be sent to Ali James, Curator of the Texas Capitol	• Step by Step Powerpoint • Graphic Organizer for writing • Essay Copy and Rubric (push this out to the students on Google Classroom)
Extension: Design your own monument		