



<p>provide students with the background of General Sterling Price. After students have learned of the rise and fall of General Price, the teacher should ask students to consider whether or not Sterling Price should be considered a Civil War hero, even though he was not on the winning side of the war.</p>	<p>of a Civil War “hero” even though he was not on the winning side of the conflict.</p>	
<p>2. After students have had a moment to discuss their ideas, the teacher should ask students what monument they feel Sterling Price should have to honor his memory. Provide students with a moment to sketch their ideas either verbally or in picture form on their paper/notes.</p>	<p>Students should consider how they feel Sterling Price should be remembered through his monument.</p>	
<p>3. Use a smartboard or class white board to sketch out ideas as students provide their suggestions for a monument. After students have finished providing their ideas, ask students to consider as a class, why humans choose to honor our deceased citizens the way we do? Why do we build huge monuments? What should determine the size and design of a monument?</p>		
<p>4. After reviewing with the students, the teacher will present each student with a Monument and Marker Analysis Sheet. Students will be instructed to begin only the first part of this sheet in which they will theorize what type of monument they feel each person studied in this unit should receive and why.</p>	<p>Students will use their Monument and Marker analysis sheet to theorize and develop what makers or monuments they visualize for each person studied in this unit.</p>	
<p>5. After students have completed the prediction portion of their monument analysis, teachers will take students to Bellefontaine cemetery to observe the actual markers created for each citizen. If a field trip is not available, the teacher will use the cemetery website to provide visuals of the monuments for the students.</p>	<p>Students will travel through the cemetery in pairs or through the cemetery website to analyze the markers that have been built to memorialize the citizens they have studied. As they observe the monuments, they will reflect upon them in the monument and marker analysis sheet.</p>	
<p>6. Upon returning to the classroom, the teacher should lead a class discussion regarding student findings at the cemetery. Possible class discussions can include:</p> <ul style="list-style-type: none"> <li>• What marker were you most surprised about?</li> <li>• Which marker do you feel did the best job of honoring the</li> </ul>		

<p>contributions of a particular citizen?</p> <ul style="list-style-type: none"><li>• What would you change about one monument if you had the opportunity?</li></ul>		
<p>7 .After students have had a chance to view and analyze the existing markers, the teacher will instruct students to complete the performance task for this unit based on their observation and analysis of the markers in existence at Bellefontaine Cemetery.</p>		



## Monument and Marker Analysis Sheet



### Step I: Develop Your Designs

Directions: Imagine that you have been named as chief engineer for Bellefontaine Cemetery. Your task is to design brief sketch for a monument that YOU feel is fitting for the accomplishments and actions of each person we have studied. You can choose to either describe your monument design in written format or draw an illustration. You will also need to provide a brief rationale for why you chose that design for each woman.

<u>Citizen</u>	<u>Monument You Would Design</u>	<u>Why do you picture this for him/her?</u>
General Sterling Price		
Attorney General Edward Bates		
Governor Hamilton Gamble		
James Buchanan Eads		

<b>James Love</b>		
<b>James Yeatman</b>		
<b>William Greenleaf Eliot</b>		
<b>Adeline Couzins</b>		
<b>Francis Minor</b>		

## Step II: Analyzing the Actual Architecture

After you have developed what YOU think each woman deserves for a monument, evaluate each actual marker as you travel around the cemetery.

<u>Citizen</u>	<u>Is this monument what you expected for this person? Explain your reasoning. For example, "I thought this onument would be.....but....because....."</u>	<u>If you were chief engineer of this cemetery, how would you change this monument or would you? Explain your reasoning?</u>
General Sterling Price		
Attorney General Edward Bates		
Governor Hamilton Gamble		
James Buchanan Eads		
James Love		

<b>James Yeatman</b>		
<b>William Greenleaf Elliot</b>		
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