

“MAKING THE INVISIBLE VISIBLE” Lesson Plan

Introduction: Stories, Voices, Memory- History often ignores or neglects to include the stories of local individuals who played key roles in enacting important changes in our society. On a local, state, national, or international level, power and privilege has often dictated who gets to be remembered and memorialized. Maggie Daily Crawford, a Sit-In participant in the 1969 Delta State University protests states “Don’t hide history. It happened.” Charles Coleman of the Hair-Itage Project from Storyworks stated “It’s important that stories are kept alive and not missed.” Storyworks is a good example of a project aiming to commemorate a local “unsung” and under-recognized hero, in this case Vera Mae Pigeo, who used her salon to help register thousands of local voters during the Civil Rights Movement. This lesson aims to get students to rediscover lost individuals whose contributions they feel have been forgotten, to reflect on the individual’s contributions and justify why they deserve to be remembered. In this way, our students become ‘co-creators’ of our national heritage and collective memory.

Teacher: Matthew Morrison	Subject: History	Class: 9th-12th Grade History
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Date: 23 June 2023	Time Needed: 1 hr 30 min	Ability of group: Mid-High
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Unit of work: Appropriate at any time	Title/theme: Making the Invisible Visible
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Learning Objective/s: To have students rediscover lost history and contemplate historical memory

Background knowledge or prior learning for this lesson: Students would need to activate or research areas of interest to themselves in any field or endeavor in American or even World history.

IB aims/objective addressed in the lesson:

- ATL: **Communication:** Reading, writing and using language to gather and communicate information, including
- Read critically and for comprehension
 - Read a variety of sources for information
 - Make inferences and draw conclusions
 - Use and interpret a range of discipline-specific terms and symbols
 - Use a variety of media to communicate with a range of audiences
 - Organize and depict information logically
- ATL: **Thinking:** Critical Thinking Skills: Analysing and evaluating issues and ideas, including:
- Recognize unstated assumptions and bias
 - Draw reasonable conclusions and generalizations
 - Test generalizations and conclusions
 - Consider ideas from multiple perspectives
 - Develop contrary or opposing arguments
 - Use models and simulations to explore complex systems and issues
- ATL: **Research Skills:** Information Literacy
- Collect, record and verify data
 - Access information to be informed and inform others
 - Make connections between various sources of information
 - Present information in a variety of formats and platforms
 - Evaluate and select information sources and digital tools based on their appropriateness to specific tasks

Timings	Activities: including AFL /Groupings/Delivery method	Expected (Differentiated) outcomes
10 minutes	BELLRINGER: On the board write the following questions: Who deserves to be remembered? How do we remember them? Why is that important? What about those who influenced the famous? Students discuss these questions and share out.	ALL students will be able to choose an important person and summarize their contributions. MOST students will be able generate and reflect on the meaning and importance of individual human contributions to a field or to history.
60 minutes	TASK ONE AND TWO: Present the following Google Slides Presentation which has instructions, samples, and templates for the lesson . TASK ONE involves researching an individual or movement of the student’s choice and finding either an individual who has been crucially influential or perhaps an individual who within a movement who has been forgotten. They should identify their important contribution and	SOME students will be able to analyze the deeper

<p>20 minutes</p>	<p>then follow up in TASK TWO with a short description of their reasoning for a historical marker as well as a description of their contribution and key images as per the templates provided in the above slides.</p> <p>TASK THREE: TOK Style Discussion of some reflection questions:</p> <ul style="list-style-type: none"> ● Why did you choose this individual? What does this say about what (or who?) you or society values? ● Why have they been forgotten in your opinion? ● What does it say about power or privilege who gets to be remembered or commemorated? ● Where did you choose to put your marker? Why there? What other options might there have been? What should be the intention of the location-to be most visible or to mark a site? ● What symbol did you pick for your trail? Why that symbol? What message are you trying to convey? ● Whose voices get forgotten in our collective memory? ● What types of people should we be remembering? How should we best remember them? Is it important to remember them? Why? ● How does the work of famous individuals mask the contributions of many others? Are their contributions equally important? ● Whose contributions are more significant in enacting important change, the famous leaders or the 'foot soldiers'? What makes you say that? ● Are individual people the driving force behind history or are we just participants in larger historical events and forces? 	<p>questions related to individual agency, power and privilege in collective memory, and the meaning of place.</p>
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Differentiation: where and for whom does differentiation occur?

The lesson is designed for gifted and talented students as well as students of varying abilities and learning styles.

Strategies to promote Literacy and/or Numeracy:

Pupils are encouraged to write in full sentences and structure their work. They are encouraged to research and create on an individualized level.

EXTENSION: Students could research actually applying in their state for a historical marker. Example:

Mississippi: <https://www.mdah.ms.gov/historic-preservation/state-historical-markers>

Texas: <https://www.thc.texas.gov/MarkerToolkit>

Michigan:

<https://www.michigan.gov/mhc/historical-markers/how-to-apply#:~:text=With%20the%20application%20materials%2C%20you,otherwise%2C%20the%20fee%20is%20nonrefundable.>

Resources required:

PowerPoint, large 11x17 paper of the template.