



Monumental Literacy By Diane Hance

Unit	Lessons	Basics
Monumental Literacy	<p>Reading Without Words?</p> <p>Introduction to Classical Monuments</p> <p>Understanding Classical Influence</p> <p>Modern Monuments – Guided Tour</p>	<p>6th grade</p> <p>7-8 45 minute class periods (may need to adjust for research/technology availability)</p> <p>Author: Diane S. Hance, Librarian, Grisham Middle School, Round Rock ISD</p> <p>Social Studies / Language Arts</p>

Overview	<p>This lesson will recreate one of the experiences of the 2015 Monuments of Rome in English Culture NEH Summer Teacher Institute. Students will explore a selection of Roman monuments and their history, essentially learning to “read” the messages the monuments are meant to convey. Students will then compare these messages with modern monuments connecting past to present.</p> <p>In Lesson 1 (Introduction to Classical Monuments) students will learn about several “tropes” or symbolic features that appear in classical monuments over time. In Lesson 2 (Understanding Classical Influence), students will apply this basic knowledge as they analyze the purpose of these Classical “tropes” in modern state and national monuments. Finally, students will select one of the state and local monuments to research in depth. The summative project asks students to analyze the architectural details of the monument as well as its history and purpose. Students will take a “guided tour” of the</p>
-----------------	--

	<p>monuments in the Library as they present (and view) final projects, just as the NEH teacher scholars presented monuments to our institute peers at the ancient sites.</p>
Guiding Questions	<p>How does classical architecture influence our modern monuments and symbols?</p>
College and Career Readiness	<p>CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Texas College and Career Readiness Standards</p> <p>English Language Arts C: Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</p> <p>Social Studies B: Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</p> <ol style="list-style-type: none"> 1. Explain and evaluate the concepts of race, ethnicity, and nationalism. 6. Analyze how individual and group identities are established and change over time.
Background	<ul style="list-style-type: none"> • Short or sole version of Background (will not include massive links within the narrative: be selective! This is not a research paper.) • <i>May</i> include a few links to outside sources for additional biographical and/or necessary contextual info.) • No more than 500 words. • If needed, a link to a pdf with a longer background version that can be included in the last sentence of this section.
Assessment	<p>Rubric</p> <p>Student Project Outline</p>
Extending the Unit	<ul style="list-style-type: none"> • Ask students to design a monument for the school using the Classical “tropes” discussed in the unit; have them justify their choices and/or create a 3-D model of their monument • Additional resources. <i>Minimal list</i> (no more

	<p>than a few) of selective outside resources (ideally) drawn from EDSITEment's Best of the Web and NEH resources to extend the students' knowledge — related directly to the skills and themes covered in the lessons.</p>
--	---