Lesson 2: Introduction to Classical Monuments

<table>
<thead>
<tr>
<th>Lesson Introduction to Classical Monuments</th>
<th>Basics 6th grade Social Studies/ELA</th>
<th>Resources pdf files, Launchpads, etc. for this one lesson.</th>
<th>Related Lessons * Link to other Monumental Literacy Lessons</th>
</tr>
</thead>
</table>

**Introduction**

- This lesson will have students analyze tropes in ancient Roman Monuments in order to establish the background knowledge needed to analyze well-known monuments in the United States. While the word trope is typically used in reference to literary analysis, it is used as a means for analyzing architectural trends in this lesson in order to bridge the “reading” of a monument to improving literacy skills. Students will learn to “read” monuments just as they would read a wordless picture book.

**CCSS.ELA-Literacy.RH.6-8.1**
Cite specific textual evidence to support analysis of primary and secondary sources.

**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.

**CCSS.ELA-Literacy.RH.6-8.7**
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RH.6-8.6**
Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Texas Essential Knowledge and Skills**
Social Studies, Grade 6

(b) Knowledge and Skills
(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which contemporary issues influence creative expressions; and

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

This lesson is part of the Monumental Literacy Unit.

- At the close, language indicating this Lesson is part of a Unit of Lesson with a link back to the Unit landing page and links to Guiding Questions, College and Career Readiness, Background tabs not visible in the individual Lesson.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Students will understand the importance of symbols used to convey specific messages in Classical art and architecture.</th>
</tr>
</thead>
</table>
| Preparation and Resources | • NEH Video – Monumental Literacy: An introduction to the tropes of Classical and Religious Architecture (video link or link to institute webpage)  
• NEH Slideshow – Monumental Literacy: Putting Together the Pieces (link to slide show with lecture notes about the tropes of Classical and Religious Architecture)  
• Monument Flashcards (images for printing; link to NEH institute webpage)  
• Steps for Reading Monuments and Architecture (handout)  
• Students will need access to tablets/computers and the electronic databases (school Library) for the short research activity at the end of the lesson (only one computer is necessary for each student group) |
| Lesson Activities | • Hook: Begin the lesson by showing students the short |
introductory video which briefly highlights each of the architectural tropes addressed in the unit.

- **Direct Teach:** Using the Slide Show, Monumental Literacy: Putting Together the Pieces, discuss the history of each trope using the examples provided (script included)
- **Distribute a “postcard” to each table group; give each student the Steps for Reading Monuments and Architecture handout**
  - In their groups, students will discuss the image on their postcard while answering the questions on the handout page, working together to predict the purpose of the monument and the message it is intended to send
  - Have each group share their images and meaning of their monument as their exit ticket (formative assessment)
  - Optional Kahoot Quiz (formative assessment) [https://play.kahoot.it/#/?quizId=4e38c79a-5601-4fd7-a046-07352ddf5c5f](https://play.kahoot.it/#/?quizId=4e38c79a-5601-4fd7-a046-07352ddf5c5f)