

Monumental Challenge: Preservice Teachers and Elementary Students Contest Statues of Racists

Dr. Meir Muller





Phases of Civic Literacy

- Describe a social problem
- Study the problem
- Address the problem

Justice-Orientated Pedagogy


- Explicitly addressing issues of injustice
- Critiquing the status quo through using a critical lens
- Analyzing the cause of injustice

critical
narratives
social gender understandings examine multicultural
pedagogy culturally justice
pedagogy Learning cultural classically political
Critical social curriculum Pedagogy Constructing language
education intersections Oppressed sociology teaching
scholarship economics relevant foundational studies
philosophy classrooms classroom justice beliefs
explore historical

Critical lens:

Marginalized

Prioritized



PONY EXPRESS
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in 10 days or less.

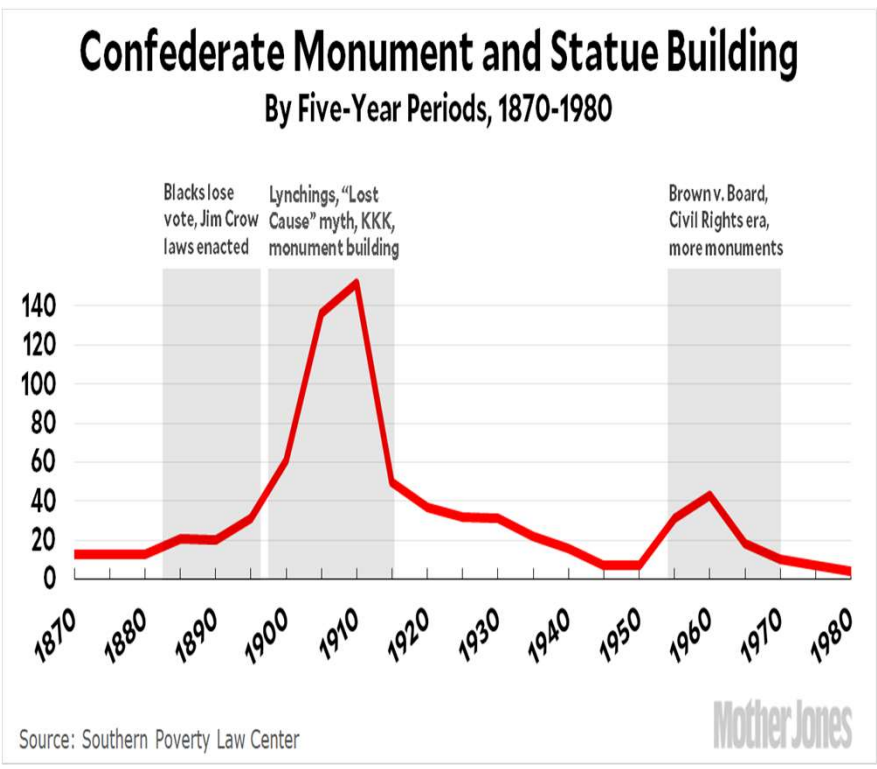
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YOUNG, SKINNY, WIRY FELLOWS
not over eighteen. Must be expert
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Why Confederate or White Supremacist Monuments?





Pre-Service Teacher's Journal Entry 1/21/17

Third grader, "All of these monuments make me think of Jim Crow."

Classmate, "Who is Jim Crow?"

Third grader, "He said black and white children could not be friends."

Classmate, "Does he have a monument?"

Third grader, "I don't see it but I think he is here."



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Guiding Questions

1. What is a monument?
2. Why might a person or event have a monument?
3. What do you notice about any one monument?

Student Reponses:

1. Monuments are ways to honor people.
2. “Were good”
“Deserved respect”
“Helped our country”



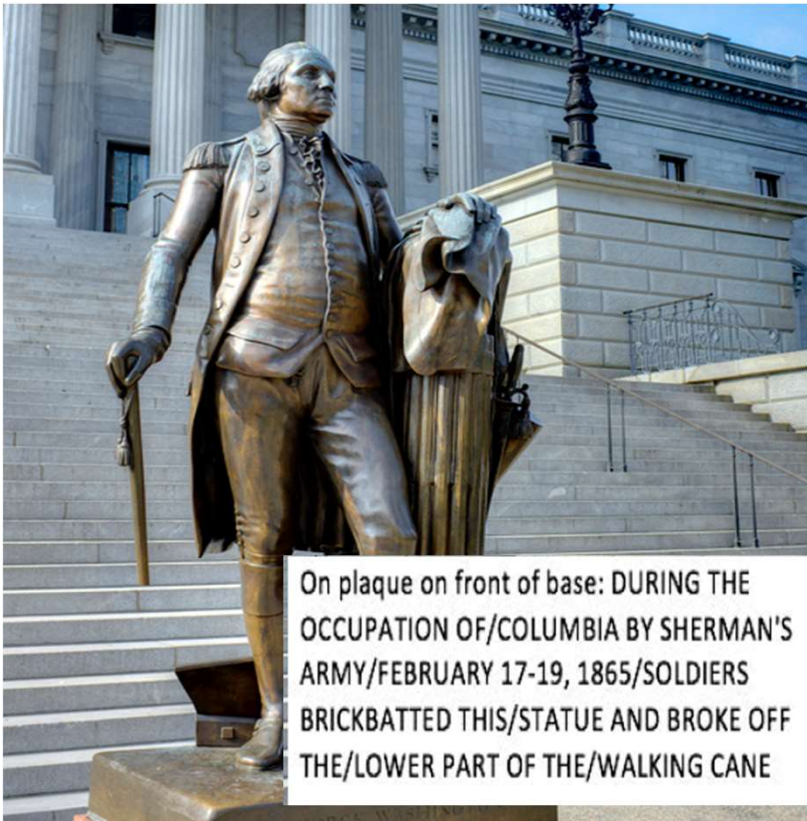
What Do You Notice About Any One Monument?

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PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION

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 narratives
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 explore
 historical

“WTH”



DECEMBER 23, 1876.]

FRANK LESLIE'S ILLUSTRATED NEWSPAPER.

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the furnace was declared ready for use. Towards eight o'clock the invited guests began to arrive, and were quickly admitted into the reception-room, where the body of the hero lay in its iron cradle. Among the visitors were Dr. Le Moine, the proprietor of the crematory; Mr. John A. Wick, his assistant; Colonel Olcott and William Henry Newton, the two executors having charge of the remains; Dr. Folsom, Secretary of the Massachusetts Board of Health; Dr. Asdale, Secretary of the Pittsburgh Board of Health; Dr. Otterson, President of the Brooklyn Board of Health; Dr. Hepp, of Washington, Va.; Dr. Clemens, of Brownsville; Mr. V. Harbison, of Washington; Mr. N. K. Wade, of Columbus, O.; Mr. M. D. Evans, of Philadelphia; Dr. King, of Pittsburgh; Dr. McCord, of Pittsburgh; Dr. Beard, of Washington, Va.; Dr. Clark, of Washington; Dr. G. B. Hayes, of Washington; Dr. Johnson, of Pittsburgh, and a large delegation of newspaper correspondents from all parts, even from England, France and Germany.

The body of the hero had suffered no change. Colonel Olcott placed about it a quantity of embalming spices—myrr, frankincense, cassia, cloves, and other odorous drugs, he then saturated the winding-sheet with a solution of alum.

After the arrival of Dr. Le Moine, the body was strewn with palms, immortelles, and pale winter flowers, and everything was then ready for the cremation. The iron shutter of the furnace having been removed, and a second (cool) shutter having been duly prepared with clay, the body was borne into the crematory-room by Colonel Olcott, Henry S. Newton, Dr. F. Julius, Dr. Le Moine, and Dr. Asdale, of the Pittsburgh Board. As the body was lifted into the intensely heated retort, the hair and the palms strewn about the head took fire instantly, and formed a crown of marvellous flames around the head. In a moment the shutter was clapped over the orifice and the haze lightly ascended. The cremation began at precisely 8:30, Pittsburgh time. After a few minutes the furnace opened the valve. The winding-sheet, though already carbonized, retained its form and fold around the body, owing to the alum. The palm boughs also stood up as naturally as though they were living portions of a tree.

A remarkable muscular action of the corpse, almost amounting to a phenomenon, occurred. The left hand, which had been lying by the side of the body, was gradually raised, and three of its fingers pointed upwards. Although a little startling at the moment, this action was, of course, the mere result of intense heat, heat producing

muscular contraction. At 9:25 o'clock Dr. Otterson tested the draft in the retort by placing a piece of tissue-paper over the peep-hole, some one having suggested that there was not a sufficient amount of oxygen in the retort to produce the necessary combustion. It was found that the draft was ample. At this time the left hand began to fall back slowly into its normal position, while a luminous rose-colored light surrounded the remains, and a light, aromatic odor found its way through the vent-hole of the furnace. An hour later the body presented the appearance of absolute inanescence. It looked red-hot. This was the result of the extra firing, the heat of the furnace now being far more pleasant than it was before, with the mouth of the retort wide open.

At 11:12 o'clock Dr. Folsom, Secretary of the Massachusetts Board of Health, made a careful examination, so far as possible, of the retort and its contents. His announcement that "incineration is complete beyond all question," was received with universal gratification.

It was decided, however, to keep up the heat of the furnace for an hour longer, so as to be absolutely certain of success, in what was, more or less, an experimental case, and thus to give the furnace the full force of the four hours originally allotted for cremation.

The ashes were collected, placed in Colonel Olcott's ancient Hindoo bannisters, and brought to New York.

The citizens of Washington and adjoining townships met in the Town Hall in the afternoon and listened to addresses on the subject of cremation. Colonel Olcott gave an elaborate historical summary and brief speeches were made by Dr. James King, of Pittsburgh, President Hayes, of the Washington and Jefferson College, Dr. Le Moine, and others.

A "MIRACLE PLAY" IN ENGLAND.

SOME excitement has been occasioned in South Wales by the production at the Baptist Chapel, Briston Ferry, of what may fairly termed a dramatic performance, entitled "Joseph and his Brethren." The Western Mail, having obtained a printed copy of the work, publishes extracts from it, showing a regular dialogue for several persons, stage directions, and the familiar "enter" and "exit" used precisely as in the acting editions of theatrical literature. The editor of "Joseph and his Brethren" remarks in a prefatory note: "The difficulty and objection to presenting or performing such a Sunday-school dialogue as 'Joseph

www.scstatehouse.gov/studentpage/explore/map/george_washington.shtml

George Washington Monument

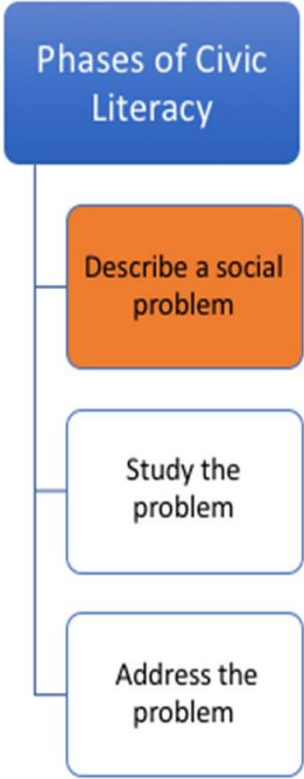
This is one of six bronze replicas created in 1857 from the original marble statue (1789), which adorns the capitol in Richmond Virginia. The State of South Carolina purchased the bronze replica in 1858 to be placed in the newly constructed State House. The walking cane was broken during the move to its current location outside the State House.

Original Sculptor: Jean Antoine Houdon
 Replica cast by: W.J. Hubbard Foundry





Describe the Problem



My “social studies buddies” and I were researching Wade Hampton’s monument and discussing his role in the Civil War. Each of the second graders was convinced that Wade Hampton wanted to end slavery. This surprised me as the children knew that Wade Hampton was a Confederate soldier and owned 3,000 slaves. I asked again if they thought Wade Hampton wanted slaves to be free or to stay enslaved? The children continued to express that Hampton wanted slaves to be free. Seeing my confusion with their response, two children explained, “He must have wanted them free because he has a monument”. The children continued, "Only good people have monuments and therefore Wade Hampton must have been good.” (preservice teacher’s journal 2/4/17).

Four Prompts to Facilitate Studying the Issue

- Explore the history of one monument looking at issues of injustice.
- Use a critical lens to consider the impact of having this monument on display.
- Create a map of where the monument can be found on the State House grounds.
- Describe issues of the costs associated with building the monument.

Phases of Civic Literacy

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Justice-Orientated Pedagogy

Explicitly addressing issues of injustice

Critiquing the status quo through using a critical lens

Analyzing the cause of injustice





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PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

REFLECT

CRITICAL QUESTION

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FURTHER INVESTIGATION

Geography and Economics



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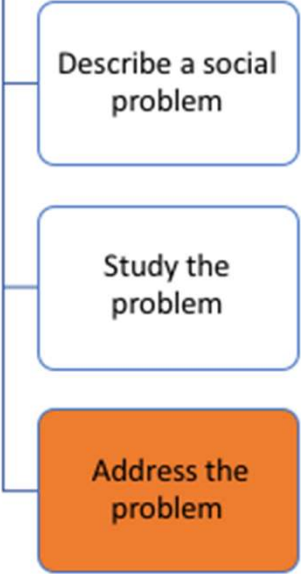
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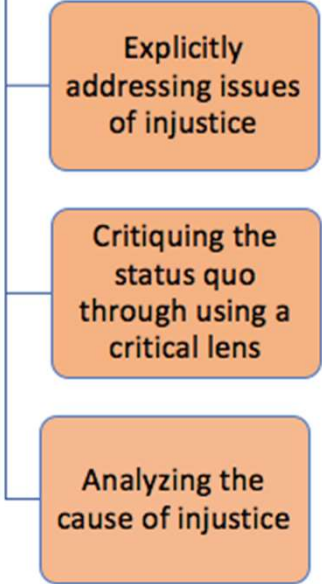
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Action

Phases of Civic Literacy



Justice-Orientated Pedagogy



Dear

Legislator

Action

Can You Please

take Down
the Ben tillman
monument? Because

he is
if a
American
here
feel



Came
the mig
Uncomforta

from



Dear Legislator,

I AM [redacted]. I am a student in 2nd grade at the CTDS on Trenholm Road. I am writing because I think tillman doesn't deserve a monument. WAS a facist! He didn't give rights to the black people who have monuments. So please be good people. I think Bentillman was bad!

Sincerely [redacted]

Action

3-15

To Whom it may concern,
Ben Tillman was a Bad MAN! So Please get
his monument! Because.....
1. he was Bad!
2. he did not like Black People and he make fun
3. if People come Theye could fillon comfortable
and Theye may not live hear.

Sincerely
[Redacted]

P.S. once you get Bidof it me
it of Hillary Clinton.

Bye
↙ ↘

emojis new
Ben Tillman's monument



BY [Redacted]
TO Legislators

Dear: LEGISLATOR

Why the hell did you put
a statue of Ben Tillman
in front of the state
house?!! You should
knock it down. You
know it's a statue of
a racist and he was
~~black~~ African
American and
you made the
it down. It's tack

BY:

PUBLISHED



Assessment

My buddy understood that she can make a change when she sees injustice. She made me realize that children can have difficult conversations.

I love how the students came up more ideas then just tear it down.

One aha moment was seeing how the students were able to understand difficult concepts and figures like Ben Tillman.

Its not the children who have the problem taking about race it is us [college students].

Justice-Orientated Pedagogy

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Assessment

Classroom Application – Phases of Civic Liberty - Shira Epstein (2014)

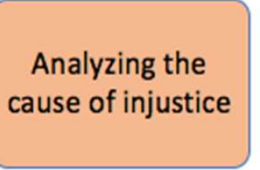
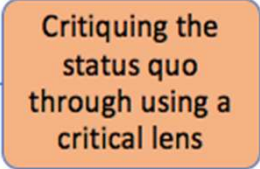
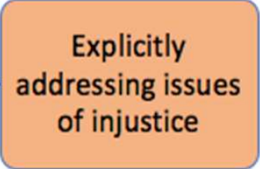
- Having children describe a social problem
- Study the problem
- Address the problem.

Teacher’s perspective

- Teachers need to develop reciprocal relationships with students
- Continually deepen their content knowledge
- Embrace the role as active participants in challenging unjust conditions or events
- Work collaboratively with students, communities and other stakeholders to create positive change.

Justice Orientated Teaching Framework – Ruchi Rangnath (2016)

- Explicitly addressing issues of injustice
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Reflections

- Discuss your general impressions of this work.
- What do you think might be challenges using this with elementary students?
- What do you think might be challenges using this with undergrads?
- How might you adopt to make this experience stronger or a fit for your setting?

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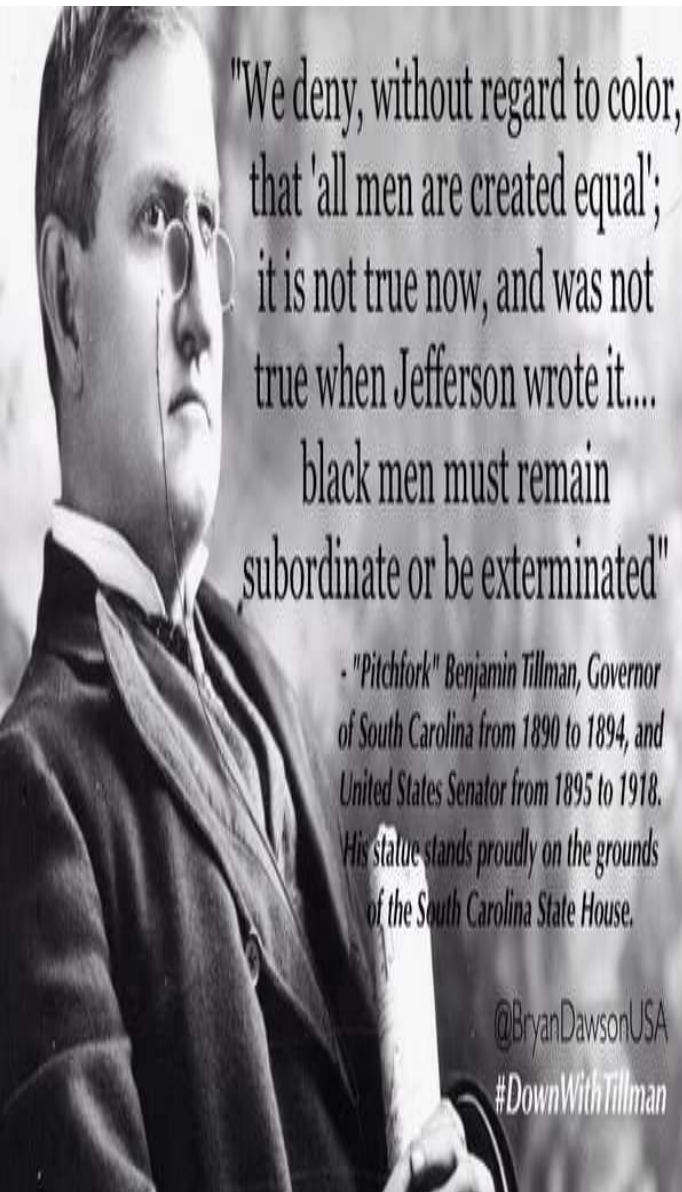
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Final Thought

Third grader, "All of these monuments make me think of Jim Crow."

Classmate, "Who is Jim Crow?"

Third grader, "He said black and white children could not be friends."

Classmate, "Does he have a monument?"

Third grader, "I don't see it but I think he is here."

"African American and white children are now friends so that is good, but Tillman was not taken down so I guess we have to write more letters because Jim Crow is still around."

