

Peace in Word and Deed

Perry's Victory and International Peace Memorial Quarter

Grades Nine through Twelve



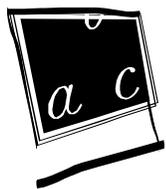
OBJECTIVE

Students will explore how events lead to establishing memorials and demonstrate their understanding by creating a persuasive argument.



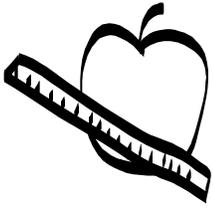
MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency of each of the following:
 - “Perry’s Victory and International Peace Memorial Quarter” page
 - Photograph(s) of Perry’s Victory and International Peace Memorial such as those at:
 - <http://www.nps.gov/pevi/photosmultimedia/photogallery.htm>
 - <http://www.nationalparks.org/explore-parks/perrys-victory-international-peace-memorial##vide-photo>
 - <http://www.ohiohistorycentral.org/entry-images.php?rec=3345>
- Copies of the following:
 - “Perry’s Victory and International Peace Memorial Quarter” page
 - “International Peace Memorial Rubric”
- 1 class map of the United States
- Art supplies for “International Peace Memorial” assignment
- Locate Web sites that give background information about the Battle of Lake Erie and Perry’s Victory and International Peace Memorial, such as:
 - http://www.nps.gov/pevi/historyculture/battle_erie_detail.htm
 - <http://www.gpo.gov/fdsys/pkg/GPO-CDOC-107sdoc11/pdf/GPO-CDOC-107sdoc11-2-13.pdf>
 - http://www.senate.gov/artandhistory/art/artifact/Painting_33_00008.htm#bio



PREPARATIONS

- Make overhead transparencies of the following:
 - “Perry’s Victory and International Peace Memorial Quarter” page
 - Photograph(s) of Perry’s Victory and International Peace Memorial
 - “International Peace Memorial Rubric”



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- Make copies of the following:
 - “Perry’s Victory and International Peace Memorial Quarter” page (one per student)
 - “International Peace Memorial Rubric” (one per student)
- Arrange the classroom for pair or small group (3–5 students) discussion.
- Arrange to use the school computer lab for one class period (optional).
- Locate Web sites that give background information about the Battle of Lake Erie and Perry’s Victory and International Peace Memorial (see examples under “Materials”)



GROUPINGS

- Whole group
- Pairs/small groups (depending on class size)
- Individual work



CLASS TIME

Two 45-to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

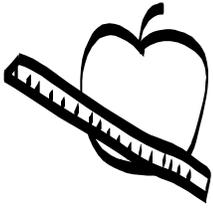
- Obverse (front)
- Reverse (back)
- Battle of Lake Erie
- Oliver Hazard Perry
- Perry’s Victory and International Peace Memorial



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The War of 1812
- Past and present relationships between the United States and Great Britain
- Past and present relationships between the United States and Canada



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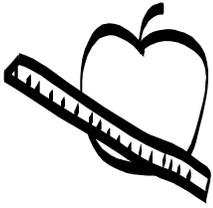
STEPS

Session 1

1. Display and examine the “Perry’s Victory and International Peace Memorial Quarter” page. Locate this national site on a class map. Note its position in relation to your school’s location. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
2. As a class, review the Revolutionary War and America’s relationship with England at the beginning of the War of 1812.
3. Divide the class into pairs or small groups of 3 to 5 (depending on class size).
4. Have the students read and discuss the background information from one of the Web sites listed under “Materials” and record student responses. Have the students add their prior knowledge of the relationships between Britain, Canada and the United States during the War of 1812 and immediately after.
5. As a class, discuss the symbolism of Perry’s Victory and International Peace Memorial when compared to America’s current-day close relationships with both Britain and Canada.
6. Ask the students to provide other examples of how the United States (or other countries) have symbolized peace between nations.

Session 2

1. Review the information from the previous session.
2. Distribute the “International Peace Memorial Rubric” to the students and review the assignment instructions.
3. Invite the students to create their own International Peace Memorial. Encourage students to think creatively about how peace could be symbolized. Allow time for them to complete their memorials and proposals.
4. Have the students summarize their proposal and any symbolism they used in a paragraph so they can keep their presentation brief.
5. Allow the students to briefly present their memorials to the class.
6. Encourage peer review of classmates’ memorials during the presentations.



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ASSESSMENTS

- Take anecdotal notes during group discussions and peer review of classmates' memorials to assess students' understanding of international peace.
- Use the rubric to assess the students' peace memorials and the written proposals that accompany them.



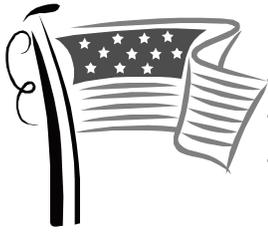
ENRICHMENT/EXTENSION

Have students research other peace memorials and compare their physical structure or inspiration to Perry's Victory and International Peace Memorial.



DIFFERENTIATED LEARNING OPTIONS

- Have students choose one of the three background Web sites given to review and analyze on their own as a pre-reading assignment before discussion.
- Group students by reading ability level for the small group discussions.
- Group students in mixed ability level groups with higher level students serving as facilitators or discussion leaders for individual groups.



Name _____

International Peace Memorial Rubric



Directions: After studying Perry's Victory and International Peace Memorial, think critically about important events that might be memorialized, then propose and plan an international peace memorial of your own.

- Write a proposal explaining an event that you feel should be memorialized as a symbol of international peace. Describe the memorial in detail and any wording it will include. Be specific and creative in your proposal. Be sure to add actions or special events that will be part of celebrating your memorial.
- The proposal needs to be one page in length and neatly written or typed and free of spelling and grammar errors. Remember, this is a proposal for an international peace memorial, you need to be convincing!
- Draw your proposed memorial to give people a visual representation of your ideas. Be sure to include the structure and setting for your memorial along with any specific symbols or writing to be included.
- Use the provided art supplies to color your picture. Use the rubric below to fine tune your writing and illustration.

CRITERION	4	3	2	1	SELF	TEACHER
Written Proposal	Clearly explains event, proposes a relevant peace memorial with words and special events.	Explains event and proposes a relevant peace memorial.	Explains event, but proposes a peace memorial not well connected with event.	Event and memorial are not clearly connected.		
Artwork	Clearly illustrates all aspects of memorial as described in proposal.	Illustrates memorial described in proposal.	Illustration lacks elements of memorial described in proposal.	Illustration and memorial proposed are not clearly related.		
Grammar, Spelling	No errors.	1 or 2 errors.	3 or 4 errors.	Many errors.		
Totals						



Perry's Victory and International Peace Memorial Quarter



The United States of America

