CREATING WAR MEMORIALS
Through Community Partnerships for Authentic PBL

National D-Day Memorial
Lynchburg City Schools
Bedford County Schools

Share About You and Your PBL Experience Here: https://padlet.com/ddayeducation/thl2dgirnyx3
Speaker Introduction

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What is Project-Based Learning?
<table>
<thead>
<tr>
<th>Features of “Good Teaching”</th>
<th>Features of Project Based Learning</th>
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<td>(From “The Pedagogy of Poverty Versus Good Teaching” by Martin Haberman)</td>
<td>(From the PBLWorks model of Gold Standard PBL and the Framework for High-Quality PBL)</td>
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<td>Students are involved with issues they regard as vital concerns</td>
<td>Projects focus on real-world problems and issues that are relevant to students’ lives</td>
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<td>Students are involved with explanations of human differences</td>
<td>Driving questions for projects can focus on class, culture, race, gender, etc.</td>
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<td>Students are helped to see major concepts, big ideas, general principles, not merely pursuing isolated facts</td>
<td>Student learning goals in PBL units focus on exploring deeper conceptual understanding and big ideas, not simply gaining superficial knowledge</td>
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<td>Students are involved in planning what they will be doing</td>
<td>“Student voice and choice” is an Essential Project Design Element; the Project Based Teaching Practice “Build the Culture” emphasizes student independence and ownership</td>
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<td>Students are involved with applying ideals such as fairness, equity, or justice to their world</td>
<td>Driving questions for projects can focus on issues around fairness, equity, or justice</td>
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<td>Students are actively involved</td>
<td>A fundamental premise of PBL is active student engagement</td>
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<td>Students are directly involved in a real-life experience</td>
<td>“Authenticity” is an Essential Project Design Element</td>
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<td>Students are actively involved in heterogeneous groups</td>
<td>“Collaboration” is a key success skill in PBL; student teams are formed with diverse skills &amp; talents in mind</td>
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<td>Students are asked to think about an idea in a way that questions common sense or a widely accepted assumption, that relates new ideas to ones learned previously, or that applies an idea to the problems of living</td>
<td>Driving questions for projects are often written to be provocative, to promote greater student engagement; students are asked to think critically about topics in PBL, which includes making connections between ideas and application to authentic issues &amp; problems</td>
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<td>Students are involved with the technology of information access</td>
<td>PBL usually involves the use of tech tools for inquiry, communication, collaboration, and product creation</td>
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<td>Students are involved in reflecting on their own lives and how they have come to believe and feel as they do</td>
<td>“Reflection” and &quot;Authenticity&quot; are Essential Project Design Elements; driving questions for PBL units can focus on authentic topics that are relevant to students’ lives</td>
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Gold Standard PBL

Seven Essential Project Design Elements

- Sustained Inquiry
- Authenticity
- Challenging Problem or Question
- Student Voice & Choice
- Critique & Revision
- Public Product
- Reflection

Learning Goals
- Key Knowledge
- Understanding
- Success Skills

To help teachers do PBL well, we created a comprehensive, research-based model for PBL—a "gold standard" to help teachers, schools, and organizations measure, calibrate, and improve their practice.
Unite The Right: How the War Memorials Project Came to Be

- August 11 and 12, 2017-- the weekend before school started for Lynchburg City Schools
- Charlottesville is 68 miles from Lynchburg
- The National D-Day Memorial received phone calls about their busts and monuments on-site

How do we reconcile the importance of preserving history through memorials and evolving interpretations?
Museum Contribution Considerations

- Museum staff can provide expert opinion-- even outside of Education!
- Museums can gather or create resources for teachers and students.
- Before beginning a project, determine the level of involvement both parties are expecting and able to do.
- Implemented Project-Based Assessments instead of standardized testing for 2017-2018 school year
- Allowed to create a unique district wide assessment
- Built off of discussions surrounding the use of memorials and monuments after Unite the Right

Driving Question: How do we use memorials to preserve the past?
Lynchburg City Schools

7th Grade: USHII Alternative Assessment 2017-2018

Formatted as a proposal to City Council for new memorial for a native to the city in downtown Lynchburg.

- Design with material and maintenance considerations
- Determine if static or interactive
- Two historical sources cited in significance explanation
- Consider community response
Lynchburg City Schools

7th Grade: USHII Alternative Assessment 2017-2018

- Consulted the Memorial’s Facilities and Education Departments to develop the project
- Memorial staff met with all 7th grade history teachers for a professional development on the project
- Memorial staff went to one middle school that requested in-class support for project.
What was next for the project after Lynchburg City Schools?
Liberty High School US History Class

- My 4 VUS History courses were heading into their unit on all American Wars and it gave us the opportunity to launch another large-scale PBL
- Our Focus: Authenticity and 21st Century Skills

Driving Question: How do we remember wars in American history?
Students picked a U.S. battle to create a memorial. Project was formatted as a proposal for “Shark Tank.”

- **Mission Statement**
- **Design Plan:** accessibility, construction costs, and future maintenance considerations
- **Marketing Plan:** marketing product and demographic identification
- **Fundraising Plan**
Liberty High School

11th Grade: USH Unit Project 2018-2019

- Consulted the Memorial’s Facilities and Education Departments to develop the project
- Memorial staff went to school twice to work with students in stations
- Memorial hosted a field trip framed as a case study for the project
LHS War Memorial Examples

- Journalists of the Vietnam War
- Cuban Missile Crisis
- Bedford Boys Memorial
- Holocaust Liberation
- Kinder Des Holocaust
Kinder Des Holocaust Memorial Proposal

Presented By: Hanna, Gabby, Symone & Aleshia
Architect Sketches
- Miami
- 7.5 acre lot
- Water effects

Symbolism
- Overhead radar
- Range of missiles
- Gold Star
- Tail Piece

MAINTENANCE PLAN
- Staff along with volunteers to maintain
- Multiple different gardens
  Annual and perennial plants
- Water effects
- Annual budget of 100,000
- Separate building for maintenance
Architecture

- Small memorial
- Made of bronze, glass door
- Stories, names, quotes, pictures from real life journalists on the walls
- Parking at nearby memorial
- Symbolic camera design

Vietnam War Journalist Memorial

Remembering Their Legacies

An interactive walkthrough memorial to visualize and commemorate the sacrifice of journalists throughout the Vietnam War

www.vietnamwarjournalistmemorial.org
Response to the Project

- Regional newspaper covered the presentations
- Picked up by NCSS for a SmartBrief email update sent to thousands of teachers in the nation
- Featured on NCSS social media outlets
- Promoted on the National D-Day Memorial’s social media pages a few weeks later
Where does the National D-Day Memorial go from here with this project?
Driving Question: How do we preserve the memory of those history has forgotten?

Now it’s your turn!

1. Divide into a groups of 2 to 3
2. Decide on your group’s topic for the memorial, a brief mission statement, and potential controversies together as a group.
3. If time allows, present it to the group

5:00
Questions?
Speaker Contact Information

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