

## **John Adams Memorial Lesson Plan**

### **Indiana Standards**

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

**8.1.10** Analyze the influence of important individuals on social and political developments of the time...

### **HSE21 Goals**

STUDENT-CENTERED APPROACH – Authenticity, Relevancy and Rigor, Student Voice  
CONTENT AND CURRICULUM – Standards Based Instruction, Inquiry Driven Study, Student Choice  
TRANSFER OF LEARNING - Real-World Experiences, Creativity and Production

### **Rationale**

Tie in the 8<sup>th</sup> grade Washington DC class trip to course curriculum.

### **Objectives**

Students will:

- Research and better understand the many DC Memorials.
- Explain the significance of John Adams as a founding father at the presentation level through a high-interest project.

### **Lesson Instructions**

Step 1: Research Memorials

Students will both research online and then examine live the memorials during their trip listed below.

- Washington Monument
- Jefferson Memorial
- Lincoln Monument
- FDR Memorial
- Martin Luther King Jr. Memorial
- Korean War
- Vietnam War

Step 2: Identify theme, symbols, and features of a potential John Adam's Monument

Students will research and examine the political life of John Adams and build a memorial based on what they feel is a fair representation of his contributions.

Step 3: Memorial

Student groups compare ideas and build either a 2D or 3D model of their memorial.

Differentiated Alternative: Allow students to create a digital blueprint of their model.

Step 4: Writing and Presentation

Each group member needs to type and print a 1 page, double-spaced, 12 pt. font, 1 inch margins, paper answering the following question:

*Who was John Adams and how does your memorial represent his significance.*

Each group will then offer a formal presentation on why their memorial should be considered.

## John Adams Memorial Project Rubric

### \_\_\_\_ Memorial Research & Planning (10pts.) \*Individual grade

10– Outstanding    9 – Strong    8 – Capable    7 – Limited    6– Lacking

- ✓ Detailed Notes on each memorial
- ✓ Themes, symbols and features are readily identified
- ✓ Rough draft was approved by teacher and editing evident

### \_\_\_\_ Memorial Construction (10pts.) \*Group grade

10– Outstanding    9 – Strong    8 – Capable    7 – Limited    6– Lacking

- ✓ *Demonstrates effort and creativity*
- ✓ *Reflects theme and key accomplishments of John Adams legacy*
- ✓ *Teamwork was evidenced*

### \_\_\_\_ Memorial Writing (10pts.) \*Individual grade

10– Outstanding    9 – Strong    8 – Capable    7 – Limited    6– Lacking

- ✓ *Introduction* –Introduce topic/thesis
  - Attention getting!!!
  - Big idea/Theme introduced
- ✓ *Body* -Key pts emphasized and explained
  - Various aspects of John Adams life and accomplishments covered
  - Demonstrated a strong knowledge of the complete content
- ✓ *Conclusion* –Review of memorial features and how they relate
  - Emphasis on the relationship of key features and symbols of memorial to content
  - Ended with rationale of why John Adams memorial must be included in DC.

### \_\_\_\_ Memorial Presentation (10pts.) \*Group grade... Everyone must have a teaching part!

10– Outstanding    9 – Strong    8 – Capable    7 – Limited    6– Lacking

- ✓ Professionally dressed and conducted
- ✓ Rehearsed
- ✓ Strong content and rationale presented

### \_\_\_\_ Total points out of 40

### \_\_\_\_ Letter Grade

## John Adams Memorial

Team Members: \_\_\_\_\_ Period: \_\_\_\_\_ Team Leader: \_\_\_\_\_

## Step 1: Research Memorials

First your group must understand components that are placed into monuments and memorials on the Mall in D.C. As a group, google the following memorials and identify the symbolism each one has. Pay close attention to the colors, symbols, structure materials, words, size, and meaning each memorial has. When visiting the monuments consider these things in addition to what stands out at each memorial along with what causes it to stand out.

- Washington Monument
  - Jefferson Memorial
  - Lincoln Monument
  - FDR Memorial
  - Martin Luther King Jr. Memorial
  - Korean War
  - Vietnam War

## Step 2: Identify theme of Adam's Monument

How do you think Adam's should be remembered? Are you focusing on one area of his life? Would that be an unfair glorification of who he was? Find a theme that best fits what you want in a memorial for Adams and write it on the line below: \_\_\_\_\_

### Step 3: Memorial : Symbols and Features included in your monument & Blueprint

As a group, combine the best symbols and ideas to come up with one memorial. This memorial can be grand or small. It is up to you on deciding what symbols, words, colors, or structures best define John Adams. You must have a blueprint or rough draft, as well as a final memorial. Your memorial can be 2D or 3D. I will supply paper and scissors. Anything else needed must be brought in from home. You will have one day in class to make your memorial.

#### Step 5: Writing and Presentation

Each group member needs to type and print a 1 page, double-spaced, 12 pt. font, 1 inch margins, paper answering the following question:

*Who was John Adams and does your memorial represent who he really was.*

These papers must be turned in at the time of your presentation.

Plan a presentation to the committee (teacher) on why your memorial should be considered.

>>> Check the grading rubric for more details on what your paper and presentation should look like.