

Memorial for Peace

Rationale: To explore how the arts can help in the Post-Conflict Reconstruction phase of peacebuilding.

Objectives: Students will take on the role of a citizen in a community that is in the post-conflict reconstruction phase. Leaders from both sides of the conflict have voiced their desire to create a memorial. To select a memorial, they are accepting proposals from the public. Students will research a conflict and create a memorial to remember those lost and to support the peace process.

Standards:

- **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.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Materials:

- Poster board 22" x 28"
- White paper for sketching
- Pencils and colored pencils

Time: Ten days without the USIP Peacebuilding Toolkit for Educators Lessons, and five days for the USIP Peacebuilding Toolkit for Educators Lessons.

Assessment:

- **Proposal Presentation**

[The Urge to Remember - Must Read](#)

Procedures:

Step 1: [Corresponding USIP Peacebuilding Toolkit for Educators Lessons](#)

Step 2: Introduce students to the process of memorialization. You can view an example of how to do so [here](#) or at the end of this lesson.

- **Lesson 2.1** Observing a Conflict
- **Lesson 2.3** Practicing Conflict Analysis

This resource was developed by teachers participating in the 2015-2016 USIPeace Teachers program of the Global Peacebuilding Center at the U.S. Institute of Peace. The content of this resource reflects the views of its author alone, and is not intended to reflect the views and work of the U.S. Institute of Peace. For the electronic version and additional information, visit www.buildingpeace.org/peace-teachers.

- **Lesson 3.1** Characteristics of Peacebuilders
- **Lesson 3.2** Peacebuilders in Action
 - Focus on the following people:
 - 2015: National Dialogue Quartet
 - 1998: John Hume and David Trimble
 - 1996: Carlos Filipe Ximenes Belo and Jose Ramos-Horta
 - 1994: Yasser Arafat, Shimon Peres and Yitzhak Rabin
 - 1993: Nelson Mandela and Frederik Willem de Klerk
 - 1987: Oscar Arias Sanchez
 - 1978: Mohamed Anwar al-Sadat and Menachem Begin
 - 1976: Betty Williams and Mairead Corrigan
 - 1973: Henry A. Kissinger and Le Duc Tho
 - 1957: Lester Bowles Pearson
 - 1950: Ralph Bunche
 - 1936: Carlos Saavedra Lamas
 - 1926: Aristide Briand and Gustav Stresemann
 - 1906: Theodore Roosevelt

Step 3: Choose a comprehensive peace agreement

This project is best completed individually. Have each student select a peace agreement for which they will build a memorial. You could also have the class focus on one conflict on which to go more in-depth.

Chapultepec Peace Agreement

Country: El Salvador

Date Signed: 16 January 1992

Interim Constitution Accord

Country: South Africa

Date Signed: 17 November 1993

General Framework Agreement for Peace in Bosnia and Herzegovina

Country: Bosnia and Herzegovina

Date Signed: 21 November 1995

Northern Ireland Good Friday Agreement

Country: United Kingdom

Date Signed: 10 April 1998

Agreement between the Republic of Indonesia and the Portuguese Republic on the question of East Timor

Country: Timor-Leste (East Timor)

Date Signed: 05 May 1999

Step 4: Research the conflict

Once every student has a peace agreement, it is important for them to read the agreement and research the conflict itself using the U.S. Institute of Peace as the primary resource.

In addition to the overall conflict, students need to identify individual actors to either include or omit from the memorial and the culture or cultures involved in the conflict to understand how to best memorialize death and conflict resolution.

Research the actors

- Local players relevant to memorialization (e.g., government officials/ministries, security authorities, victim/survivor groups, local NGOs, educators, mental health professionals, historians).
- Main international players/interveners (e.g., peacekeeping troops, humanitarian aid workers, other foreign NGOs, international organizations such as UNESCO heritage staff, historians, academics).
- Identify local “spoilers” determined to undermine positive memorialization initiatives or attack important cultural sites to destabilize or undermine peacebuilding.

Research the culture

Local practices, beliefs, and rituals related to conflict resolution, death and dying, burial, and similar matters to understand the underlying social and psychological dynamics of grieving and commemoration.

Be sure that they turn in notes to keep them on track.

Step 5: Design a memorial

Students will then be tasked with the challenge of designing a memorial.

Memorialization occurs throughout the conflict life cycle: before conflict begins, during conflict, and after conflict ends.

Memorialization takes different forms depending on the nature, duration, and stage of the conflict. At certain stages of the conflict, memorialization initiatives may be ill-advised, such as when violence continues, highly contested versions of the past exist, or intergroup tensions are extremely high.

Final Display

- Poster board 22” x 28”
- Title
- One page written summary
 - Conflict
 - Peace process

- How the art installation remembers the peace process
- 3 drawings

Step 6: Construct the proposal

Once the design for a memorial is complete, students must put together the final display.

Step 7: Presentation

Students will give a short presentation explaining their memorial design.

Rubric for Peace Memorial

	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
Presentation	Student delivers a pitch that is not respectful or clearly explains their plan.	Student delivers a respectful pitch for their memorial that doesn't clearly explain their plan.	Student delivers a respectful pitch for their memorial that clearly explains their plan.	Student delivers a respectful pitch for their memorial that clearly explains their plan and draws an emotional response.
Memorial Design	Student designs a memorial that inaccurately remembers the conflict and peace process. The memorial is poorly designed.	Student designs a memorial that remembers the conflict and peace process.	Student designs a memorial that remembers the conflict and peace process. The memorial is well designed.	Student designs a memorial that accurately remembers the conflict and peace process. The memorial is exceptionally designed.
Content	The final poster is not organized or missing many components. The summary on the conflict and explanation for the memorial is not well done..	The final poster follows the directions or may be missing a component. The summary on the conflict and explanation for the memorial is sufficient.	The final poster follows the directions. The summary on the conflict and explanation for the memorial is well done.	The final poster is well organized and clean. The summary on the conflict and explanation for the memorial is compelling.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

Presentation Example

Slide 1



The Urge to Remember

How memorials can help or hurt
the peacebuilding process

*Adapted from the work of:
Judy Barsalou and Victoria Baxter*

Slide 2



Warm up

Have you ever visited a memorial?

What was the memorial for?

What did it mean to you or someone you visited with? (example: a grandparent)

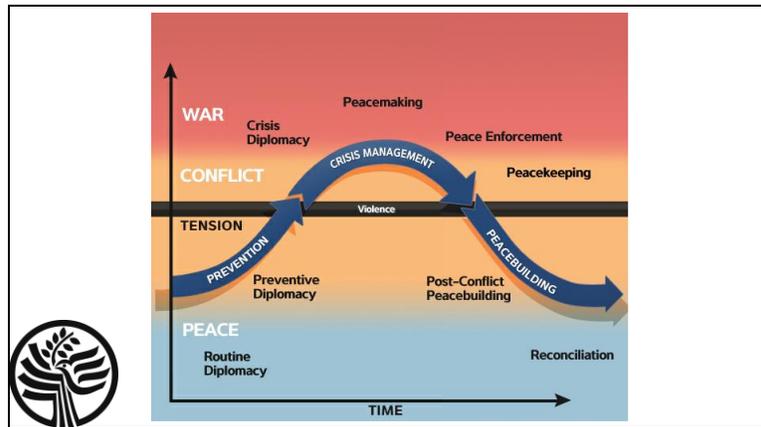
Why did you visit the memorial?

Did you bring flowers to the memorial?

Describe the atmosphere surrounding the memorial.

Use the warm up to get students thinking about memorials.

Slide 3



This is the Curve of Conflict. We can use this model to analyze any conflict. For instance, currently we can see that the Syrian Civil War is in the crisis management stage, and in the midst of war. Whereas the Vietnam War is well past the apex and deep into reconciliation as seen with the recent visit from President Obama.

Question: Along this graph, where do you think memorials will be planned and implemented?
 Answer: We will see memorial planning in the reconciliation phase. Long-established memorials take on new meaning or lose meaning for subsequent generations. For instance, the losses from World War II mean less to those born in the 21st century than they did from those born in the early and mid-20th century. We are also likely to see negative, one sided memorials to proliferate at the apex of the curve. Part of any transitional justice will involve the collection of materials that could be used for a memorial.

Slide 4

Functions of Memorialization

<ul style="list-style-type: none"> Truth-telling or documenting specific human rights violations Creating a specific place for the immediate family and/or the larger society to mourn victims Offering symbolic reparations to honor the victims of violence and reinstate their reputations Symbolizing a community's or nation's commitment to values such as democracy and human rights 	<ul style="list-style-type: none"> Promoting reconciliation by recasting the national identity or repairing damaged relations among groups Encouraging civic engagement and education programs to engage the wider community in a dialogue about the past and promote discussions of a peaceful future based on coexistence Advancing educational purposes, including the retelling of history for future generations Facilitating historic preservation of a specific era in a country's or community's history
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The purpose of a memorial is complex. Most of these functions are straightforward. If you need further information, see pages 4-8 of "The Urge to Remember" by Judy Barsalou and Victoria Baxter.

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Slide 5

Major Forms of Memorial Initiatives

Constructed sites: <ul style="list-style-type: none">Museums and commemorative librariesMonumentsWalls of names of victimsVirtual memorials on the internet	Activities: <ul style="list-style-type: none">Anniversaries of coups, battles, or other actions related to the conflictTemporary exhibitsRenaming or rededicating streets, buildings, or infrastructureWalking tours or paradesDemonstrations and vigilsPublic apologies
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Found sites:

- Graves
- Locations of mass killings or genocide



This would be a good time to ask students when they have seen one of these forms in a memorial. Perhaps a student has been to Germany and visited Auschwitz. Think of examples of memorials in your community.

Slide 6

Memorialization and Types of Conflict

Genocide and Mass Killings - 1994 Rwandan Genocide, "killing fields" memorials in Cambodia, and the Garden of the Righteous memorial (Sarajevo)

Disappearances - Argentina, Chile, and India

Ethnic Conflict - Northern Ireland, Robben Island Museum



Memorials for Genocide and Mass Killings tend to revolve around human remains. Displaying or preserving human remains is used to educate people about the sheer scope of death. The U.S. Holocaust Memorial Museum in Washington, DC does this with shoes. In Rwanda, some victims' bodies have been preserved in schools and churches where they were found. When the violence occurred fairly recently, these memorials often do not offer visitors an analysis of the conflict or any sort of educational background.

Memorials to disappearances generally reflect the absence of bodies. For instance, internet-based "virtual" memorials will list the names of those missing. This is a difficult issue in some places where a large number of the population denies any wrongdoing. For instance, after Pinochet the first few democratic governments did little to promote the torture site officially because Pinochet continued to enjoy substantial support throughout Chile. In 2001, a coalition of survivors and NGOs attempted to create a monument to the disappeared in Kashmir. A day

after the group laid the foundation stone for the monument, the Indian government razed the site.

Ethnic divided societies usually produce memorials that honor a narrowly defined ethnic group and its "martyrs". However, memorials can be used to celebrate the multicultural national identity. For instance, Robben Island tells the story of the "Rainbow Nation".

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Timing and Sequencing

Grieving relatives sometimes create impromptu memorials where their loved ones died.

Larger, formal memorials undertaken by states generally do not appear until at least five to ten years have passed.



Memorials can be impromptu or part of the transitional justice program. Throughout the process it is important to consider the purpose of the memorial. Is it for the victims, is it for the survivors or future generations?

Slide 8

Truth Commissions

Some truth commissions have included recommendations for memorialization: Chile, Guatemala, South Africa, Ghana, and Sierra Leone

"Restore human and civil dignity" - South Africa commission on memorialization

These memorials can be a symbolic reparation. Few truth commissions have articulated in much detail what memorialization means, how it should be connected to other transitional justice processes, who should take charge, and other specific considerations.



Memorialization is a tool for unity and reparation, but it isn't a tool that is often used. This is a missed opportunity in the reconciliation process.

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Overlapping Paradigms for Confronting the Past	
Transitional Justice Paradigm	Memory Paradigm
Legal responsibilities of the state and international community to promote the rule of law	Seeks to promote a culture of democratization in part by creating a "never again" mentality
Four responsibilities; truth-telling, prosecution, reparations, and institutional reforms	Depending heavily on cultural and other methods of educating and reminding people about the past
Documentation is essential for each of these postwar processes	Documentation is equally important in museums and memorials



All transitional justice interventions share a dependence on documentation. Louis Bickford describes two overlapping paradigms for confronting the past, “transitional justice paradigm” and “memory paradigm”. TJP focuses on the legal responsibility of the state to move beyond the violence. The memory paradigm, however, seeks to create a cultural or societal change in which people have the mentality of “never again” will the event be allowed to happen. An example would be in Germany after WWII and the holocaust, a new constitution was created. This was part of the TJP. The creation of holocaust memorials throughout the world was part of the Memory Paradigm in which a culture of the “never again” mentality is encouraged.

Slide 10

Insiders versus Outsiders

Why would it be important for survivors of conflict, rather than the outsiders who come to help them, initiate memorial projects?

What defines an “outsider”?

Do you think there is a difference between a fellow national from outside the immediate survivor community and international actors?



An outsider is all about context. For example, members of the community in Kliptown, just outside the Soweto Township in which a memorial was being built, considered a South African NGO based 40 kilometers away that was consulting on the project to be an outsider. Ultimately, the question comes down to who makes the important decisions.

A fellow national can sometimes provide cultural and linguistic advantages.

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Process

<p>Define the objectives: understand the needs of the community and share information.</p> <p>Define the community: Who are the different stakeholders and how do their views differ?</p> <p>Promote transparency: Create a process that makes information about the memorial project available through public meetings and other means.</p>	<p>Research the options: Conduct focus groups and interviews with experts, local politicians, and other key stakeholders; conduct tours of the prospective site to stimulate debate about community needs and desires in relation to the site; collect stories and memories associated with the site.</p> <p>Present findings to the community.</p> <p>Conducts ongoing publicity campaigns. The feasibility study is an initial phase from which the project needs to build further momentum.</p>
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Effective transitional justice interventions must pass three tests. First, the wider population must see the intervention as legitimate and impartial. Second, any policy decisions or outcomes must be subject to a genuine consultation with those most affected by violence. For memory projects, this means that survivors must be directly involved in the discussion of what should be remembered and how. Third, effective transitional justice interventions have to be accompanied by a range of other initiatives aimed at promoting the rule of law.

“Symbolic reparations such as monuments and museums are important but should ideally be linked with endeavors that improve the everyday lives of victims and their communities. One way of combining the two aims is to involve victims prominently in the design and/or manufacture of monuments.” Page 13

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Cautions

<p>Memorialization is a politically charged process that can stir up the worst in a community</p> <p>Memorials initiated, controlled, or dominated by outsiders are doomed to failure</p> <p>Memorial sites highly meaningful to a community may be largely invisible to outsiders</p>	<p>A memorial that helps individual survivors feel more at peace may promote future conflict</p> <p>“Static” memorials that do not promote active learning or interaction among survivors lose their meaning for future generations</p> <p>Impact assessment is time-consuming and expensive, and it needs to be repeated to capture changes in attitude over time</p>
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These are things that must be considered when designing a memorial.

Slide 13

Examples of public
memorials. Guess the
following memorials.



Slide 14



Jatyo Smriti Soudho or National Martyr's Memorial in Bangladesh to remember those who died in the Liberation War of 1971. This iconic image is a source of national pride. You can find its image used throughout the country, including its currency. They also have a museum in Dhaka that tells the story of the war.

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Vietnam War Memorial. The “outsider” issue came to play when a Yale student, Maya Lin, won the design contest. Maya Lin is of Asian descent which angered some Veterans and members of the public and public officials. The focus on this memorial is the names of soldiers lost. Today it is one of the most iconic memorials in the United States, but at the time of its creation it was heavily controversial.

Slide 16



District Six Museum in Cape Town, South Africa. At this memorial stories are shared.

Slide 17



Hiroshima Peace Memorial. This building was preserved after the Hiroshima attack to help visitors remember what happened by having a visual aid.