

Welcome
to the
Chicago Cultural Center

G.A.R. Memorial

Grand Army of the Republic Hall and Rotunda

Some things that might come in handy...

computer, phone or other device for online viewing



writing materials



drawing materials - paper, pencil, markers etc.

someone to share your ideas :)



I wonder...

What IS a memorial?

Where can I find a memorial?

Who or what is worth remembering?

Who decides?



INTRODUCTION

A memorial is a structure, sculpture, or other object that helps us remember a person, group, or an important event in history.

Memorials are often in the form of statues, fountains or even entire parks!

War memorials are a common type of memorial to commemorate those who have fought in wars.



Background - GAR

G.A.R. stands for Grand Army of the Republic.

The GAR Memorial at the Chicago Cultural Center was created for the veterans of the Union Army who fought for the north in the American Civil War. It was a way to thank them for their service and to remember them always.

This part of the building has a very militaristic feel to it, with large imposing doors, darker colors, and military-inspired decor, such as shields, helmets, swords, and military mottos on the ceiling (“Don’t tread on me”).

Let’s watch the video to learn more...





What did you hear and see? What do you think?

How does the Grand Army of the Republic (GAR) memorialize and honor soldiers?

How did the library and GAR resolve the challenge of both being given the same property?

How would you have resolved this problem of competing interests?

Under construction



The stained glass dome was fashioned in a Renaissance design by the Healy and Millet Studios of Chicago. It is currently covered in copper, and is undergoing a much needed restoration.

A closer look

Check out these features for closer examination.

- List of battles
- Shields and weapons
- Symbols on arches



Jamboard

Work in groups if desired to do the following...

- Describe what you see.
- What is the meaning behind this symbol?
- Would everyone who sees this be in agreement?
- How might other folks interpret this?



What might have been...

GAR Hall was created with a space for busts that were never installed.

Imagine you have the opportunity to fill these spaces. Who would you like to see honored?

How can we strike a balance between honoring history and loss while not glorifying things that are deemed morally, ethically, personally, or culturally offensive?

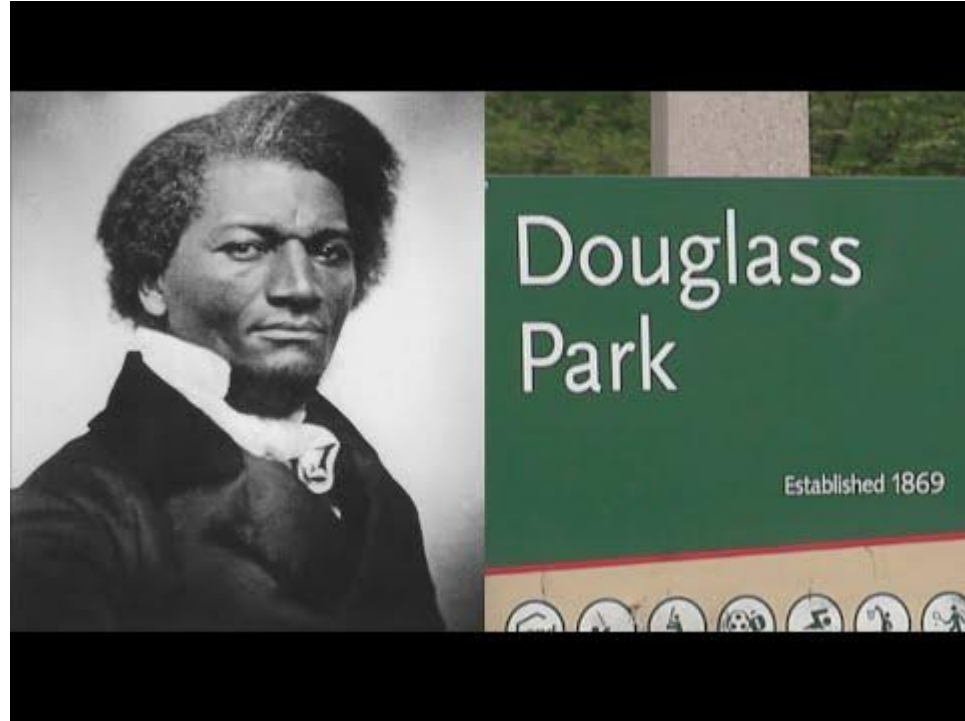
Who decides?



A change is gonna come...

Many cities, including Chicago have been compelled to remove memorials that are deemed offensive. Recent examples include the removal of the statue of Christopher Columbus in Grant Park and Native American sports mascots from Lane Tech H.S. and U of I.

Check out how students from Village Leadership Academy in North Lawndale compelled the Chicago Park District to rename a park once commemorating a slave holding senator to honor famed abolitionist, Frederick Douglass.



Memorials of all shapes and sizes

GAR is only one kind of memorial. Here are a few other ways to memorialize a person, place or event.

- Celebration, commemoration or procession - such as Memorial Day or Bud Billiken Parade
- Social media – likes, posts, etc.
- Graffiti – tagging or creating a mural to honor someone
- Pop up street memorials – flowers, ghost bikes, etc.
- Dia de los Muertos (Day of the Dead) shrines
- Spoken words, rap, song, or poem
- Public artworks - murals, placemaking, gathering

What other kinds of memorials can you identify?



In our community ...

Read one person's perspective on a memorial by Venezuelan artist, Asend painted on the side of a local market that has become a destination in Pilsen.

How do you distinguish between graffiti, tags and murals?

Does something have to be in a museum to be considered art?

<https://www.chicagotribune.com/voice-it/ct-selena-pilsen-mural-small-business-20190808-dmtbpmjxujhxboublc46l474ry-story.html>



IN MEMORIAM...



ACTIVITY - Design your own memorial

Design a memorial for your community, school or for a loved one.

Think about the history of your community and its people.

What people, groups or events have helped shape your school or neighborhood?

What important accomplishment did this person or group make that inspires you to honor them?

Where will your memorial be located?

What form will your memorial take?

The sky is the limit!



Teachers...

Here are some ideas to share and adapt for your students with learning objectives from elementary thru high school and beyond.

Illinois Arts Learning Standards #2, #7, #11 (see details at end of lesson)

Anchor Standard 2: (Creating) Organize and develop artistic ideas and work.

Anchor Standard 7: (Responding) Perceive and analyze artistic work.

Anchor Standard 11: (Connecting) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Objectives

Students will:

- learn how veterans from the Civil War are honored through art and architecture at the Chicago Cultural Center.
- learn how art and architecture can provide an enduring memorial that transcends history and culture.
- consider how a variety of artistic expressions can serve as a memorial in our daily life from simple to complex.
- create a plan for a contemporary memorial.

Resources and other good stuff

STANDARDS <http://illinoisartslearning.org/>

Anchor Standard 2: (Creating) Organize and develop artistic ideas and work. Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Essential Questions: (a) How do objects, places, and design shape lives and communities? (b) How do artists and designers determine goals for designing or redesigning objects, places, or systems? (c) How do artists and designers create works of art or design that communicate effectively?

Anchor Standard 7: (Responding) Perceive and analyze artistic work. Enduring Understanding: Individual aesthetic and empathic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Questions: (a) How do life experiences influence the way you relate to art? (b) How does learning about art impact how we perceive the world? (c) What can we learn from our responses to art?

Anchor Standard 11: (Connecting) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Questions: (a) How does art help us understand the lives of people in different times, places, and cultures? (b) How is art used to impact the views of a society? (c) How does art preserve aspects of life?

Written by Susan A. Friel, NBCT with input by Tim Samuelson, excerpts from the CCC Teacher's guide. Thanks to master teacher, Molly Dunlea and Channel 25 for video production. With your permission we'd love to share your ideas and images in our Learning Lab at the Chicago Cultural Center. Send your ideas, comments and student work to susan.friel@cityofchicago.org.