



Special Learning Journey: Remembering the Past?

In this curriculum of 4 footsteps, students consider how the past is remembered, and who or what is included in this remembering and why.

Footstep 1: Personal Ways of Remembering the Past

Students explore their own ways of remembering the past, focusing on objects, practices, or traditions from before they were born that have special meaning for them, their families, or their communities.

Footstep 2: Public Remembering in Our Neighborhoods

Students take a walk in their local neighborhoods, looking for ways in which the past is publicly remembered where they live.

Footstep 3: Intergenerational Perspectives on the Past and Public Remembering

Students interview an adult who is familiar with their neighborhood. They will learn about this person's perspective on the past and how this person thinks the past should be publicly remembered where they live.

Footstep 4: Publicly Remembering the Past Today

Students create a new or adapted way of publicly remembering the past where they live.

In this curriculum, students are invited to learn by:

- engaging in powerful activities that invite them to carry out careful observation and attentive listening
- viewing the work and perspectives of other young people living in different parts of the world and who have different life experiences to their own
- engaging actively in dialogue with other young people

In so doing, they will:

- Explore how and why the past is remembered – or not remembered – in their local environments, paying particular attention to how the past is represented in public spaces (such as monuments or memorials, statues, street or place names, or other forms of remembrance) and who or what is honored.
- Consider the ways in which individuals or groups of people remember the past and how their remembering compares to public commemorations of the past.
- Reflect on the different ways in which the past is remembered at the local level
- Explore their own relationship and connections to the past
- Think critically about current debates related to public remembering of the past and develop opinions about how they think the past *should or could* be remembered at this moment in history.

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PRE-LEARNING JOURNEY FOOTSTEP: Engage with Paul Salopek's Out of Eden Walk and Explore the Dialogue Toolkit

(This footstep will not appear on the Out of Eden Learn platform)

Throughout your learning journey and for Part 3 of each footstep, we encourage you to use a range of dialogue tools as you engage with the work of other young people.

Before you begin your learning journey, explore the following resources from Out of Eden Learn:

- **Review** our Community Guidelines
- **Watch** the Three O's introduction video (here are some helpful tips on how to use OOEL video resources)
- **Review** the Three O's infographic as a class
- **Explore** our Dialogue Toolkit. The Dialogue Toolkit is a set of commenting tools that supports thoughtful exchanges among Out of Eden Learn participants.
- **Review** these Models of Respectful Disagreement. See if you can identify the dialogue tools being used by students. Look for places where the students could have added more details or questions to deepen the conversation.
- **For Educators:** An annotated version of the *Models of Respectful Disagreement*

We also invite you to familiarize yourself with Paul's Out of Eden Walk:

- **Listen** to [Paul's welcome message](#) introducing you and other young people to the Out of Eden Walk, recorded from the trail in Bishkek, Kyrgyzstan, in December 2016
- **Read** Paul's article, [Why I'm Walking 21,000 Miles Around the World](#)

FOOTSTEP 1: PERSONAL WAYS OF REMEMBERING THE PAST

ENGAGE WITH RESOURCES

Welcome to Out of Eden Learn's special learning journey: *Remembering the Past?* Before you begin, it is very important that you complete [this survey](#) [a link to the survey will appear on the [Out of Eden Learn Platform](#)]. *Please note that this is a private reflection and your responses will not be shared with the other members of your walking party.*

Now look at the following materials:

- **Read** this [piece](#), which reports on a competition that invites people to identify "monuments" to their cultural heritage.
- **Read** these pieces about how [kitchenware](#) or [a family clock](#) can connect people with stories from their past

Optional resources to explore:

- **Read and watch** this [piece](#) by Paul Salopek, which shows how the Bedouin people of Saudi Arabia drink coffee, as their ancestors have for centuries.

DO AN ACTIVITY: PERSONAL WAYS OF REMEMBERING THE PAST

Before beginning the learning journey, consider the following question: How is the past or history personally meaningful to you? What historical movements, events, people, or places do you feel personally connected to? After reflecting on this prompt, please do the following:

- **Select** an avatar that shows something related to the past or history that feels personally meaningful to you. To choose your avatar, click on your profile at the top right-hand corner of the screen.
Note: if you have already taken part in Out of Eden Learn and would like to keep your current avatar, that is fine. Please post an image related to the past that you might use as an avatar when you introduce yourself.

Now it is time for the main activity. In this learning journey, we will be exploring how the past is remembered or commemorated in public places. We begin by thinking about more personal ways of remembering the past. For example, how is the past, before you were born,

remembered in your own family or home? Ways of remembering the past might include objects or traditions such as a family photo or painting hanging on the wall, a piece of jewellery, an anniversary, a special recipe, a piece of furniture, a book, or a family tradition. Ways of remembering might also involve traditions or practices in your wider community that are important to you such as special festivals, storytelling or musical traditions, or handicrafts or industries.

- **Look** around your home for objects or other evidence of a tradition or practice that is connected to your family or community's ways of remembering the past.
- **Photograph or draw** one or more objects or practices that reflect a personal connection to a time before you were born or a way of remembering the past. Feel free to be creative in what you choose to share.

Now that you have chosen your avatar and done the activity, it is time to make your first post in the learning journey. In your post, you should:

- **Introduce** yourselves to the other people in your walking party, explaining why you chose your avatar. It is very important that you don't reveal your real name or share your personal contact details. What excites you about this learning journey? What are you hoping to learn more about?
- **Share** your photograph or drawing of the object or practice that shows a personal connection to a time before you were born or a way of remembering the past. Provide a written explanation of your choice - what is the story behind your chosen object or practice? How do you feel connected to it?

INTERACT WITH YOUR WALKING PARTNERS

- **Read** what other participants in your walking party have posted about personal ways of remembering the past.
- **Write** detailed comments and questions for *two* walking partners, including one who is not in your class or program. Use one or more of the following dialogue tools:
 - **NOTICE:** What caught your attention or interested you in someone's post?
 - **APPRECIATE:** What's something you like, appreciate, or value in the post you just read? Be specific.
 - **CONNECT:** Make a connection between something in the post and your own experiences, feelings, or interests.
 - **PROBE:** Ask questions that will help give you a better sense of another person's perspective.
- **Respond** to any comments or questions your walking partners have left for you, or join in other conversations in your walking party.

FOOTSTEP 2: PUBLIC REMEMBERING IN OUR NEIGHBORHOODS

ENGAGE WITH RESOURCES

Welcome back! This footstep invites you to take a walk* in your neighborhood to explore how the past is publicly remembered where you live.

A working definition of public history, adapted from Birkbeck University:

- **Explore** the following maps, which convey how names of some places in some parts of the world have shifted over time. Even if your own location is not included on the map, consider the following questions: Why do the names of places change over time? Who decides to change them? Why might this be important?
 - An [interactive map](#) of our world heritage (archeological sites, historical buildings and monuments, sacred places, etc)
 - An [interactive map](#) that shows indigenous lands and place names as well as the intersections of indigenous nations' borders and boundaries
- **Watch** this short [video](#) (2 minutes) from Brown University's Choices program, in which Professor Christy Clark-Pujara, discussing United States history, emphasizes the importance of considering different perspectives on the past.

Optional resources to explore:

- **Watch** this [video](#) (9 minutes) in which an art expert explains the history and definition of murals.
- **Watch** this [video](#) about Hawaiian hula dancing (3.5 minutes).

Note: Monuments or memorials may serve a variety of purposes, including:

- Remembering a military victory or an achievement
- Remembering those who were victims or who made a sacrifice for their community or country
- Representing a community's past or heritage or values—at least as imagined by the people or group of people in control of building and installing them
- Sharing something about the event or person they are designed to remember

They also reveal something about the people who chose to create them and what was important to them. In this way, monuments themselves can be considered historical artifacts.

Communities also remember the past in ways beyond physical memorials and monuments, such as marking specific dates on the calendar, holding holidays or celebrations that remember the past, or maintaining practices or rituals to continue certain traditions.

DO AN ACTIVITY: PUBLIC REMEMBERING IN OUR NEIGHBORHOODS

This footstep invites you to explore how the past is publicly remembered in *your* neighborhood, local area, or where you go to school.

- **Take a slow walk*** in the area where you live and/or go to school, though only if it is safe and possible for you to do so. As you walk, ask yourself: How is history remembered in my neighborhood? Which people or events from the past are commemorated and how? You might look at street signs or place names; commemorative plaques, statues, monuments or memorials; murals; or other forms of remembering including natural monuments or features of the landscape. The history being remembered may have happened recently or a long time ago. Refer to [the Three O's infographic](#) to refresh your memory about overgeneralizing, overconfidence, and othering. If you cannot find ways in which the past is actively remembered in your neighborhood, can you at least find some traces of the past or history?

Note: If you cannot go outside because of Covid or other reasons, look carefully at a map of your local neighborhood instead of taking a slow walk. You may consider street names or even try taking a virtual walk via street view on a virtual map to see what you notice. Alternatively, you could find a picture of a monument and follow the instructions below.

- **Photograph or sketch** some of the ways in which the past is remembered that you notice or **create a map** that features some of the different ways in which the past is remembered. If you cannot find ways in which the past is remembered, photograph or sketch traces of the past or history that you find. Post your photos, sketches, or map on the platform.
- **Reflect/research.** Be sure to include a written explanation of what you noticed. What questions do you have? If possible, do some additional research. Some questions to consider:
 - When and why was the monument, memorial, statue or other form of commemoration installed?
 - Who designed the monument, memorial, statue, etc.? Why might this be important?
 - Whose perspectives do you think are represented? Whose perspectives do you think are missing?
 - If you are learning a place or street, how did it get its name? What can you learn about the people or events that the street or place names refer to?
 - What do your observations and research suggest about who or what society valued at that time?
 - Do you think this memorial, monument, street name, etc., has the potential to upset or offend some people or communities? If so, how?

- **Share** your reflections in your post.

**Please note that Out of Eden Learn uses the term “walk” in a very broad sense, and it is not meant to exclude individuals with limited mobility.*

INTERACT WITH YOUR WALKING PARTNERS

Follow these instructions to respond thoughtfully to a person of your choice. [Please make sure that you completed the **INTERACT** instructions from last week if you are waiting for other participants to post.]

- **Explore** posts from your walking partners.
- **Write** comments for at least two posts from students who are not from your class or program. Use the following dialogue tools:
 - **NOTICE:** What stands out to you or catches your eye in this post? What do you notice?
 - **NAME:** Name the aspects of your identity, experiences, or the place you live that may be affecting what you noticed in another person’s post.
 - **EXTEND:** Share how this post extends your thinking or gives you a new perspective. Did it help you to think about your own post in a new way?
- **Respond:** Return to your own post and respond to any comments left for you by other participants. Check your Footstep 1 post for comments as well. Try to keep the conversation going or join in on other conversations in your walking party.

FOOTSTEP 3: INTERGENERATIONAL PERSPECTIVES ON THE PAST AND PUBLIC REMEMBERING

ENGAGE WITH RESOURCES

Welcome back for Footstep 3.

- **Read** some of Paul Salopek’s Milestone interviews, which are brief interviews he conducts with the nearest human being he meets every 100 miles of his epic walk around the world. In each case, he asks the person: *Who are you? Where do you come from? Where are you going?*
- **Look at** this entry in the Canadian Encyclopedia about oral history and read this brief piece about an example of oral history being conducted in the US territory of Guam in the Pacific.
- **Explore** these podcasts in which youth in the San Francisco area of the United States conducted interviews with people about their lived experiences and insights. This class project involved a collaboration with the Voice of Witness program.

DO AN ACTIVITY: INTERGENERATIONAL PERSPECTIVES ON THE PAST AND PUBLIC REMEMBERING

- **Interview** an adult who has a connection to your town or neighborhood. This person might be a family member, friend, or neighbor. You can do the interview online or over the phone if it is difficult to talk to them in person. With the person's permission, you might want to audio record the interview.
 - First, ask them to say a little bit about themselves, such as their family background or things they think are important to know about who they are and their life. How long have they lived in your town or neighborhood?
 - What do they think about the way in which history is publicly remembered in your town or neighborhood? Maybe you show them photos or sketches of things you noticed in your town or neighborhood and ask them to share their thoughts.
 - Do they feel personally connected in any way to these ways of remembering the past? If so, why? Which aspects of the past do they think remain invisible within your neighborhood and why? Which people or events from the past would they like to see commemorated and how?
 - Do they have any opinions about recent campaigns around the world to take down certain monuments?
- **Retell** what you learn from this person in your own words, either in the form of an audio recording, a written piece, or a visual art work. If you create a visual art work, please be sure to include a written explanation of your piece to help other students understand what you learned about the perspective(s) of the person you interviewed.
- **Review:** Before submitting, we strongly recommend that you share what you make with the person you interviewed. This way, the person has a chance to correct or clarify details about their story. If you are unable to share your work with them, it is very important that you consider how the person might feel about how you represent them. Be sure to review your work before posting it to the Out of Eden Learn platform. Consider what you know about the Three O's. Maybe revisit the [Three O's infographic](#).

INTERACT WITH YOUR WALKING PARTNERS

Now it's time to find out what other students shared for this footstep.

- **Choose** at least two posts to respond to.
- **Write** thoughtful responses to these two posts, using two or more dialogue tools:
 - **SNIP:** Cut and paste a phrase or sentence from the post into your comment. Then, use one or more of the following dialogue tools to comment on it:
 - **CONNECT:** What connections can you make to what you learned in your own interview or your own experiences or perspectives?
 - **EXTEND:** How did this post extend your thinking or give you a new perspective?

- **PROBE** for more details. Ask questions that will help you learn about the interview or what was learned from it.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.

FOOTSTEP 4: REMEMBERING THE PAST TODAY

ENGAGE WITH RESOURCES

This footstep is an opportunity to reimagine how the past is publicly remembered where you live today. It is also an opportunity to consider how decisions around public remembering are often sensitive, and even political.

Look carefully at the following resources:

- **Explore** this [piece](#), which shows ways in which people in different parts of the world recently protested against monuments they found offensive, especially in light of the Black Lives Matter movement.
- **Watch** the first seven minutes of this [video](#), which explores different perspectives on the Theodore Roosevelt statue at the American Museum of Natural History in New York City, USA.
- **Watch** this TED Talk by Titus Kaphar on [Can Art Amend History?](#)
- Now that you have explored the above resources, what new ideas or questions do you have?

Optional resources to explore:

- **Read** this [piece](#) about the 'Kindred Spirits', a monument commemorating empathy and kindness. In 1847, 'the Choctaw' tribe helped the Irish Famine victims, despite undergoing their own hardships as they were moved off their native lands by the US government.
- **Watch** this [video](#) and explore the [website](#) of the organization 'Monument Lab'. You may want to click on the Projects tab to see some examples of their work.
- **Read** this [piece](#) to learn how several countries are dealing with controversial colonial monuments by "letting them rot."
- **Read** this [piece](#) about how students in the United States led protests against the name of their school, named after a leader of the Confederate army who fought to preserve slavery during the US Civil War.
- **Read** this [piece](#) by National Geographic about current debates in the United States surrounding monuments.
- **Watch** this [video](#) of a legendary black singer, Marian Anderson, performing in front of the Lincoln Memorial in the United States after she was banned from performing in a

famous concert hall. This video makes the point that monuments are also sites where other events or protests have taken place.

- **Read** this [piece](#) about a creative and ironic way of redesigning a statue by Banksy, the famous urban artist. [Here](#) is his original post.

DO AN ACTIVITY: REMEMBERING THE PAST TODAY

For this footstep, we invite you to imagine that you have been asked to propose a new memorial or monument—or redesign an existing memorial or monument—in your city/town/neighborhood/community. Consider how your monument or memorial might publicly remember the past of this place.

Consider the following questions as you think about creating a monument/memorial:

- Who will be represented in your monument/memorial? Whose perspectives will it include? Be specific.
- What are one or two main ideas you hope to convey with your monument/memorial?
- What kinds of insights or questions do you hope your monument might inspire or provoke?
- How does this new monument or redesign of an existing monument connect to your own view of history or your family's history or heritage?
- What objections might some people in your neighborhood have to your monument, street or place name, or other way of remembering and why?
- What economic or environmental factors should you take into account? For example, what materials will you use, and how will you make sure they don't have a negative impact on the local environment?

We encourage you to be creative and propose something that combines text and images. Formats to consider: a slideshow of images or a collage; an illustration, painting or cartoon; a blog post, pamphlet or short essay; a piece of spoken-word or written poetry; a short video; or any other format you choose.

Choose one of the following options:

OPTION 1:

Design a new monument, street or place name, or other way of remembering the past for your neighborhood, or redesign something that already exists. Provide some kind of visual representation of your idea and a written explanation.

OPTION 2:

As an alternative to a physical or material way of remembering the past, consider a practice, public celebration, event, or exhibition that you might design to help people in your neighborhood remember the past in new ways. What would it involve? Where would the event

or exhibition occur? Why would it occur in this place? Create a visual or audio representation of your idea as well as writing about it.

INTERACT WITH YOUR WALKING PARTNERS

- **Look** closely and slowly at several posts by your walking partners.
- **Write** comments and questions on at least two posts that stand out to you:
 - **EXTEND:** Do any of your walking partner's posts extend your thinking or give you a new perspective? If so, share how.
 - **CONNECT:** Do you feel a connection with another student's ideas? If so, explain how.
 - **NAME:** Name the aspects of your identity, experiences, or place you live that are influencing the way you see things.
 - **POV:** Explain your point of view (POV), position or opinion about someone's idea.
- **Respond:** Return to your own posts. Respond to anyone who left comments or questions for you. Try to keep the conversation going or join in other conversations in your walking party.

Congratulations on completing the *Remembering the Past?* learning journey! We really appreciate all of the work you've done.

As a concluding activity:

- **Reflect** on how your ideas about remembering the past changed or developed over the course of this learning journey by answering the questions in [this private reflection](#) [a link to the survey will appear on the Out of Eden Learn Platform].



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Draft pre-survey for Remembering the past?

*Welcome to the very first version of **Remembering the past?** Before you begin, we would like to ask you a few questions. Your answers will help us to improve Out of Eden*