

Educating for Peace through Countering Violence:

Strategies in Curriculum and Instruction

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Chapter 8

Memorials as Sites for Peace Education:

The John Hope Franklin Reconciliation Park in the USA

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Appendix A

Available Resources

Many have created curricular resources for teaching with, in, and about this memorial site. This is true of other memorial sites as well. At JHFRP, such resources are available through the website. They include the documentation of the history of Greenwood, key historical figures, photographs and news stories documenting the area, and findings from the investigation into the events of the Tulsa massacre. The instructional resources at the John Hope Franklin Center for Reconciliation, Curriculum Resource Portal include interactive curricula such as ID cards, maps, and images. These resources can fuel learning, lessons, and connections with Greenwood residents to raise witness consciousness (Tamashiro, 2018). They teach that the abstract terms of “violence” and “massacre” affected individual men and women who lived, flourished, and perished or suffered through the racial violences carried out against them in their homes and their communities in this very geographic space.

The maps and images also raise geographic awareness of the many historical events and layers of meaning at the memorial. The understanding that the memorial marks past events in a specific geographic site, with references to White violence, Greenwood, African American

history, and Native American history in (now) Oklahoma, inspires geographic knowledge which could “affect understanding of citizenship” (Carter, 2021, p. 7) and evoke awareness and inspire peace practices aligned with attending and commoning (Ingold) toward more peaceful ontologies.

Appendix B

Activities and Application

We created these for teaching at this memorial site with varied salience for adults and youth and relevance for other sites.

Preparation:

- Contextual information about the area, the purpose of the memorial, the story of how it came to be, supplemental historical materials.
- What have you heard about the events related to this memorial?
- Have you been here before? What do you remember about it?

Content Knowledge of the Site:

- What does this memorial site stand for? Why did people create it?
- What does each of the statues stand for? What do you see in each of them? What do they not stand for?
- What are some of the lessons the memorial site is trying to teach?
 - What are the lessons related to this local place in Tulsa and Oklahoma?
 - What are the lessons related to history more broadly?
 - What are the lessons related to action—
 - What does the memorial ask you to do?
 - What actions does it invite and inspire?
- Which messages and whose voices are missing?
- What is missing in the site? What other statues, objects, or materials might you want to include in the site and why?

Connections and Fluidity Between Past and Present:

- Read the plaques and markers. What aspects of history do they describe?
 - Who was involved in this history?
 - What happened? How are these “happenings” linked?
 - When did it happen? How do they still happen today?
 - Why do the markers say these events are important?
 - Why do you think it might be important?
 - What does it remind you of events happening today?
- If you added a statue to Hope Plaza based on our current events in connection to the 1921 massacre, what would you add?
 - What would it look like?
 - What word would you choose?
 - How would it connect to the other statues?
 - How would it connect to the events?
- If you extended the Tower of Reconciliation, what events would you include in the spiral?

- Who is involved? What happened?
- Why would you include these events? Why are they important?
- How do these connect to the events already present?

Learning to listen to places: Sensory attention within the site

- What catches your attention within the site? Why?
- Describe that object or component to someone else.
- What is present in the earth within the site? How does the memorial change with season or weather changes?
- What motions, activities, and actions do you see within the memorial?
 - What species do you see?
- Close your eyes.
 - What are the sounds you hear while you are in the memorial?
 - What do you smell? What do you feel?
- What are the points of entry to the site? Which ones do you like the best? What are your feelings when you move through them?
- “The affective state of the inquirer” (Carter, 2021, p. 7)
 - How do you feel within the memorial?
 - How does the memorial create a sense of peace?

Commoning: Communal and Individual engagements

- What conversations do you hope people have because of this site?
- What does this site have in common with other locations in your region?
- Walk the Healing Pathway with another individual– what stands out to you in this walk? What do you find in common and what do you read differently?
- Consider the sensory questions above:
 - What experiences overlap with a friend or peer? How do you find similar experiences of bearing witness and commoning with each other?
 - How do you find similar experiences of bearing witness or commoning with non-human agents?

Engaging with the place: Walking, Drawing, Mapping, Tracing, Touching

- Contemplative walking
- Cross species entanglements
- Tracing paper to trace a part of a statue or marker.
- Touch one of the markers gently
 - How does it feel? What does it remind you of?
- Tour the site, then sit down and draw from memory a part you remember.

Cultivating Peace Imaginaries: Tour Activity

- Imagine if you could create a tour of this memorial about this as a site of peace. Prepare and plan for that tour.
- Where would you bring people into the memorial site? Why that entry point?
- How would you take visitors through the site? Draw a map of what directions you might go to take people on your tour.
- What aspects of the site would you point out? What would you leave for them to discover on their own?
- What would you call the tour? Who would be involved in planning the tour? Who would join the tour as visitors?
- What objects, markers, aspects of the site would you want to include if you did a tour? Why? What would you call/name the tour? What other kinds of resources or activities would you want to have on the tour?

Live Events:

- What type of events would you want to host in this space and why?
- Where in the space would you place the events?
- When would you want those events to be held?
- Who would you want to come?

Extending the Lessons of JHFRP:

- Learn about another event, structure, or history of violence within your own geographic area: what might a memorial that invites peaceful practice look like?
 - What would you include in this memorial? What would you not include?
 - What non-human agents would you invite into the space or would be present in the space naturally? How do they contribute to the meaning-making of the site?
 - What sensory details do you imagine for this site?
 - What “texts” would you use– words, images, etc.?
 - How would individuals move through your site?
 - What events, tours, or ongoing community engagements might exist in this site?
- Use art supplies or computer programs to create this site and present to your classmates. Take them on a “virtual tour” to teach about this event and how you wish to commemorate it through peacelearning.
- Using chalk or stones, create a labyrinth pattern or Healing Walkway in a common space, using this to contemplate a local event or history. Invite others to join: what words do you walk with? What conversations emerge? How does this peace practice help push back violence?