



Lesson 10.4 “How Much Do Civil War Statues Really Tell Us?”

Unit 10: New Hampshire and the Civil War

Lesson Objectives

- Students will identify and organize the features of monuments and memorials that communicate their meaning.
- Students will analyze primary and secondary sources related to Civil War statues and the Franklin Pierce statue in Concord to explain how a statue can have multiple meanings for different groups of people.
- Students will plan and create a new feature for the Franklin Pierce statue that makes its story easier to understand for viewers.

Lesson Competencies

- I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. (ELA 6)
- I can analyze primary and secondary sources and draw appropriate conclusions. (Moose SS)
- I can explain that historical perspectives vary based upon the time period in which the person lived and that those perspectives shaped the historical sources they created. (Moose SS)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

Essential Questions

How has New Hampshire come to be the way it is?

Focus Questions

How should we remember the Civil War today in New Hampshire?

Estimated Time

Two or three 40-minute class sessions

Materials & Equipment

“Statues We Know” worksheet for projection or printing
“Civil War Monuments & Memorials” image set printed out and one for projection
Class set of “Notice and Wonder: Civil War Monuments & Memorials” worksheet
[“Mason Asks: Who Was Franklin Pierce?”](#) explainer video for viewing
“Franklin Pierce Statue Source Set” for projection or printing
Class set of “A Statue for Franklin Pierce” worksheet
Class set of “Telling More: The Franklin Pierce Statue” worksheet



Educator Introduction & Rationale

In the decades after the Civil War, memorials were erected in towns throughout New Hampshire, honoring those who had fought and died in battle. Similar efforts at commemoration occurred across the North, although in the South, which was in economic disarray after the Confederacy's defeat, most of those commemorations would not come until the early 20th century. The style, size, and location of these statues varied, though the statues in New Hampshire towns were often made of granite and depicted a soldier standing with a rifle. In recent years, Civil War monuments and memorials to those who fought for the Confederacy have been dismantled or relocated in response to citizens expressing the belief that in honoring Confederates, they dishonor those who suffered enslavement in the United States and its lasting impacts. New Hampshire grappled with its own Civil War statue controversy in the late 19th and early 20th centuries when citizens and legislators debated over whether to build a monument to Franklin Pierce, the first and only New Hampshire resident to become president of the United States. Pierce's pro-slavery legislation as president and his lack of support for the Union cause during the war caused some to view him as a traitor, not someone who should be honored. Reference the [Educator Overview](#) for more information.

This is the fourth and final lesson in Unit 10: New Hampshire and the Civil War. It is recommended that students complete the learning activities in all previous lessons in the unit prior to working through this lesson. Students need to have a solid understanding of the political climate of the years leading up to and during the war, as well as an appreciation for the experience of Civil War soldiers, in order to achieve the learning objectives of this lesson.

In this lesson, students explore what memorials and monuments really tell us about the people and events they are intended to honor. Through a variety of activities, students investigate the multiple perspectives that shape what a statue communicates to a viewer. Beginning by thinking about statues that are immediately familiar, the lesson progresses through an examination of selected Civil War monuments, analysis and reflection about primary sources related to the Franklin Pierce statue controversy, and culminates with students creating a written, audio, or visual feature that more fully explains the story of the Franklin Pierce statue.

This lesson has been aligned to standards for grades 3–5; however, the topics and skills will be meaningful for middle school students. Suggestions for reinforcement and extension are included throughout the learning activity. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

Learning Activity

Activation

How many statues? Ask students to think of as many public statues as they can in one minute. These could include statues they have seen themselves or statues they know about but have not seen. Consider starting the list with a famous statue they should know: the Statue of Liberty in New York City's harbor. Record their ideas as a list. Then ask them what they know about where the statues are located and why they were built. "Statues We Know" is provided to organize student responses. Take a few minutes, as a group, to use the ideas generated and discuss the following:

- What or who seems to be depicted in statues?
- Where are statues generally located?
- Why are statues created?

Possible outcome: Students may not immediately think of many public statues beyond the Statue of Liberty. Remind them of any local statues. Ensure that students realize that:

- Statues typically depict people, most often adults, who have done something of significance or they represent an important event.
- Statues are generally placed in locations where they can be seen by people so that they can remind people of the person or event.
- Students may not know why a particular statue was created. Encourage them to then choose a word or two describing what ideas or feelings the statue evokes.
- Statues express or teach values. They mark events or accomplishments that a community feels should be remembered.

Grades 3–5 reinforcement: Ask students to think of things we see and do that help us remember important traditions or events from the past. Students may think of holidays, parades, songs, books, movies, and statues. If they don't think of statues, ask them about a public, perhaps local, statue they will know and how a statue helps us remember the past. Discuss how the way a statue helps us remember the past is different from the way the other activities or objects help us remember important traditions or events from the past.

Direct Instruction

Notice and wonder: Civil War monuments and memorials.

Review the terms "monument" and "memorial" with students. What makes a statue a monument or a memorial?

memorial (noun) something, often a structure, established to remind people of a person or event

monument (noun) a structure built to honor a notable person or event



Check as a group to determine if the statues on the "Statues We Know" list are monuments or memorials. Explain to students that in the decades following the Civil War, groups at the local, state, and federal level organized funds to have monuments and memorials built to remember and honor those who served and died in the war. Civil War statues continue to be created today as people learn more about its events.

Print the "Civil War Monuments Image Set" and select one to project. Post the images around the room. Distribute copies of "Notice and Wonder: Civil War Monuments" worksheet. Examine the projected image together and model how to look closely in order to answer the questions. Give students time to look at the images posted throughout the classroom and fill in the chart, using the prompts to guide and organize their observations.

Grade 3–5 reinforcement: Focus on just two of the images from the set and complete the chart as a whole group.

Grade 6–8 extension: Give small groups two images each. Have them work together to complete a chart for each image. They can then summarize their observations to compare the two memorials and share this with the rest of the group.

Student Reading

Civil War Monuments in New Hampshire. Before moving into Reflection, direct students to read Unit 10: Learn It! "[Remembering the Civil War](#)," pages 3 to 9.

Reflection

Two sides to a story. As a transition to the next part of the learning activity, ask students to think about and answer this question: How can a memorial or monument be both a positive and negative feature of a community?

Consider letting students choose how to share their response: a paragraph, a t-chart, a mind map, or a Venn diagram. Depending upon best practices for your class, they can work together in pairs to answer the question, work individually or in small groups.

Possible outcome: Students should be able to identify that because people in a community have many perspectives, their feelings about a statue and what it symbolizes may be different. For example, some people may feel great pride or appreciation when they see a memorial or monument. Others may not think the statue tells the whole story or that it honors a part of a history that is painful and should not be celebrated.

Grade 3–5 extension: Confederate statue controversy. Ask students what they know about the controversy surrounding the Civil War memorials and monuments for Confederate soldiers. If students are unfamiliar, explain that over the last several years communities around the United States have had disagreements about keeping statues that honor people who fought for the Confederacy. Discuss together why people might no longer want those statues to remain



while others might believe they should stay. Students can use the ideas recorded in response to the Reflection question to structure and support their thinking.

Grade 6–8 extension: Confederate statue controversy. Use the materials provided in “Removal of Confederate Statues” to explore how historians and public leaders suggest dealing with statues that are positive for some in a community but negative for others. This lesson was created by C-Span Classroom and can be found at www.c-span.org/classroom/document/76827. Or, consider using “Memorializing the Civil War Around America,” an interactive mapping lesson created by the National Archives. It can be found at www.docsteach.org/activities/teacher/memorializing-the-civil-war-around-america. Both resources are scalable for grades 6–12.

Guided Practice

A New Hampshire monument controversy. Remind students that in the years following the Civil War, people in New Hampshire struggled with the positive and negative implications of a monument for an important person: Franklin Pierce, who served as president of the United States from 1852 to 1856 and was from New Hampshire.

Distribute “A Statue for Franklin Pierce” worksheet. Then, watch “[Mason Asks: Who Was Franklin Pierce?](#)” The explainer video can be found on the [Unit 10 Find It!](#) page on the Moose on the Loose website. If you’d like more information about Franklin Pierce, there is a [primary source set](#) on him with background information for educators on the educator side of the website. Go to Educators→Resources and Tools→Primary Source Sets.

While watching, pause to allow students to add to the chart evidence for why some people would want a statue of Pierce and why some people would not. After watching, review and discuss responses as a group.

Then distribute “Franklin Pierce Statue Source Set” to small groups. Direct students to use the primary sources to answer the remaining questions on the worksheet.

Student Reading

Franklin Pierce monument. Reinforce students’ understanding of the controversy surrounding the statue of Franklin Pierce by directing them to read, or re-read, Unit 10: Learn It! “[Remembering the Civil War](#),” pages 8 and 9.

Reflection continued

Grade 3–5 reinforcement: Analyze It: Franklin Pierce Statue. If students are still developing their object analysis skills, focus on just the photo of the Franklin Pierce statue. In small groups, use the “Analyzing Objects” worksheet from the [Analyze It!](#) section of the “Moose on the Loose” website to develop a strong understanding of this particular monument. This is a good activity for guided reading groups. Go to moose.nhhistory.org→Analyze It→Interpreting Objects.

Grade 6–8 extension: Weirs Beach and Civil War veterans.

Investigate another way New Hampshire honored those connected with the Civil War: the New Hampshire Veterans Association.

Beginning in 1875, this group organized reunions for veterans of the Civil War, primarily at a large campground at Weirs Beach. Ask students to identify the features that made this such an important tradition to establish for veterans and how it connects to the way veterans are supported today. See Supporting Materials, page 7 of this Educator Guide, for suggested websites and materials to guide this investigation.

**Student
Reading**

Civil War soldiers' reunions. Reinforce students' understanding of the Weirs Beach reunion tradition by directing them to read Unit 10: Learn It! "[Remembering the Civil War](#)," pages 1 and 2.

**Independent
Practice**

More story to tell? Do students think the story of the Franklin Pierce statue is clear just by looking at it? What could be done today to help people understand who Franklin Pierce was and why his statue is located at the edge of the State House grounds? Students can work independently or with a partner to plan a descriptive plaque for the statue, an event, or short video that teaches others about the different sides to his role in national and state history. "Telling More: The Franklin Pierce Statue" is available to help students organize their projects.



Supporting Materials

New Hampshire Historical Society Resources

1. Franklin Pierce statue, undated. Object ID: 1974.045.21.001
2. [Mason Asks: Who Was Franklin Pierce?](#)
3. *Dedication of a Statue of General Franklin Pierce, fourteenth president of the United States, at the state house, Concord, November 25, 1914*, ed. Henry Harrison Metcalf. Call Number: 920 P6156st
4. "Franklin Pierce: 'Great Statesman' or 'Traitor to the Country'?" *Historical New Hampshire*, Spring 2019, p. 82-93
5. [Primary Source Set: Weirs Beach Veterans Campground](#)
Go to moose.nhhistory.org/Educators→Resources and Tools→Primary Source Sets.
For Grade 6-8 extension on Weirs Beach and Civil War Veterans.

Other Resources

- City Hall and Civil War Memorial, Claremont, NH, Wikimedia Commons
- African American Civil War Memorial, Washington, D.C., Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
- Statue of Abraham Lincoln in Kentucky, front and back views, Wikimedia Commons
- Statue of Ulysses Grant in Vicksburg, Mississippi, Carol M. Highsmith Archive, Library of Congress, Prints and Photographs Division
- ✓ "Turbulent Scenes Mark Pierce Statue Debate," *Manchester Daily Mirror and American*, February 23, 1911. New Hampshire State Library

Standards

“Moose on the Loose” Content:

- ✓ Students will understand that the United States became divided over several issues in the decades before the Civil War, including slavery, which resulted in rising tensions throughout the nation. They will understand that New Hampshire played a part in these relationships. (3-5.T4.2)
- ✓ Students will understand that the Civil War affected the whole nation. They will understand that New Hampshire supported the Union during the war in various ways. (3-5.T4.3)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.1, 3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1, 3-5.S2.2)
- ✓ Effective Historical Thinking (3-5.S3.1)

New Hampshire Social Studies Frameworks:

- ✓ US / NH History: Political Foundations and Development (SS:HI:4:1.1, SS:HI:4:1.3)

NCSS Themes:

- ✓ Theme 1: Culture
- ✓ Theme 2: Time, Continuity, & Change
- ✓ Theme 5: Individuals, Groups & Institutions

C3 Frameworks:

- ✓ Perspectives (D2.His.4.3-5, D2.His.5.3-5, D2.His.6.3-5)
- ✓ Historical Sources and Evidence (D2.His.10.3-5, D2.His.13.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)
- ✓ Gathering and Evaluating Sources (D3.1.3-5)
- ✓ Developing Claims and Using Evidence (D3.4.3-5)
- ✓ Taking Informed Action (D4.7.3-5)

Common Core ELA Grade 3:

- ✓ Text Types and Purposes in Writing (W.3.1, W.3.2)
- ✓ Research to Build and Present Knowledge (W.3.7, W.3.8)

Common Core ELA Grade 4:

- ✓ Text Types and Purposes in Writing (W.4.1, W.4.2)
- ✓ Research to Build and Present Knowledge (W.4.7, W.4.8, W.4.9)

Common Core ELA Grade 5:

- ✓ Text Types and Purposes in Writing (W.5.1, W.5.2)
- ✓ Research to Build and Present Knowledge (W.5.7, W.5.8, W.5.9)

Lesson Vocabulary

Confederacy	(noun) Another term for the Confederate States of America, which seceded from the United States of America in 1861
controversy	(noun) A prolonged disagreement, sometimes discussed in public
memorial	(noun) Something, often a structure, established to remind people of a person or event
monument	(noun) A structure built to honor a notable person or event
Union	(noun) During the Civil War, the part of the country that remained loyal to the federal government of the United States of America
veteran	(noun) A person who has served in the armed forces