

Introduction:

In this activity, participants analyze how culture plays into who gets commemorated, as well as how that commemoration occurs. Additionally, they link commemoration with collective history/knowledge and social justice.

Objectives:

As a result of this activity, participants will be able to:

1. Discuss how culture affects who gets commemorated and how that commemoration occurs.
2. Identify global sources of knowledge.
3. Understand multiple worldviews related to social justice issues in education.

Time:

30 minutes.

Group Size:

Small Group.

Materials:

Commemoration Activity Worksheet (in [Downloads](#)); writing utensils if necessary.

Intercultural Development Continuum Stages:

- Minimization
- Acceptance

AAC&U Intercultural Knowledge and Competence Goals:**Cultural Self-Awareness**

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Knowledge of Cultural Worldview Frameworks

- To demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs & practices.

Other Skills:

Friendship; Diversity, Equity, & Inclusion.

Activity Instructions:

1. Ensure that each participant has a copy of the Commemoration Activity Worksheet.
2. At the top of the worksheet are seven examples of ways that important figures throughout history have been commemorated. Some of these methods of commemoration include street names, stamps, currency, statues, and natural or man-made monuments. The facilitator can choose to discuss these examples in more detail before participants fill out the worksheet. They might consider discussing who is being commemorated in these examples and the context surrounding the method of commemoration (space/place, material, etc.).
3. Once participants have finished writing down their answers to the questions on the worksheet, the facilitator should ask if any participants are willing to share. Then, they should debrief with the following questions:
 - Based on your answers to the worksheet questions, how do you think culture affects who gets commemorated and how that commemoration occurs?
 - In what ways does commemoration contribute to collective cultural history and knowledge?
 - How might we use commemoration as a form of social justice?
 - Alternatively, how can commemoration be used against social justice issues/causes?