



Lesson Plan

Memories to Last: Observing Monuments

Grades

4, 5, 6

Subjects

Language Arts, Math, Social Studies, Tennessee History

Time Allotted

30 minutes in class; 30 minutes Stones River National Battlefield

Setting

Classroom and Stones River National Battlefield

Group size

No limit

Skills

Observation, analysis, evaluation

Methods

The learner will develop an understanding of the scientific use of observation and inference by studying the Hazen Brigade Monument.

Materials

Pencils, Hazen Brigade Monument brochure and Hazen Brigade Monument activity sheets and masters

Keywords

Artifact
Commemorate
Inference
Monument
Observation
Time capsule

Objectives

At the end of the activity, students will be able to:

- *Differentiate between observation and inference through a problem-solving application*
- *Examine the importance of erecting monuments*
- *Appreciate the reasons for commemoration.*



BACKGROUND INFORMATION

Historic events and deeds of those that lost their lives in battle have long been commemorated in the form of monuments. This tradition helps to promote public acceptance of the events. The Hazen Brigade Monument at Stones River National Battlefield is a unique monument erected in 1863 to honor the four regiments under the command of Colonel William B. Hazen.

During the battle, these regiments held their position between the Nashville Pike and the Nashville & Chattanooga Railroad through four Confederate attacks. Hazen and Colonel Isaac C. B. Suman, 9th Indiana Volunteers, felt there was a need for a monument to honor the brave soldiers who died. A detail of men from the brigade built the monument (within six months after the battle) and buried forty-five soldiers there. It is considered the oldest, intact monument of the Civil War.

Workers repaired the monument in 1985 and discovered nine objects arranged inside possibly forming a time capsule. The Hazen Brigade Monument is unique in this aspect because not all monuments contain a “time capsule.”

Observation and Inference

Archeologists use observation and inference to study the past. They infer behavior about the people they are studying by making observations about the objects they left behind. For example, when observing the artifacts inside the Hazen Brigade Monument one could infer that the people who built the monument were deeply religious. To test that inference (hypothesis) they would look for evidence to support religious themes such as, the three groups of three similar objects which may imply the Trinity. The hypothesis is verified after finding evidence for its support. Scientists must make careful hypotheses when making an inference based on archeological remains. Most of the time their best guesses (inferences) can only be considered theories. The theories of the Hazen Brigade Monument presently fall into three categories: battle symbols, religious symbols and brigade symbols. (see time capsule theories in Hazen Brigade Monument brochure)

ACTIVITIES

- Review some of the reasons for building monuments by asking students to state their purpose and the importance of location.
- Ask students to recall any monuments they have seen—what was their purpose and what was being remembered or honored. Was the location of that monument important?
- Tell the story of the Hazen Brigade Monument using the background information.
- Explain the uniqueness of the “time capsule” within the monument making sure students understand that not all monuments contain one.
- Review the definitions of observation (recognizing or noting a fact or occurrence) and inference (a conclusion derived from observation, a hypothesis, a guess)
- Project or distribute the “Hazen Brigade Monument” activity sheets. Have the students pretend they are archeologists who have just uncovered the artifacts and have them answer the following questions: What are these objects and what are they used for? Why do you think the soldiers left these objects inside?
- After identifying the artifacts, read each statement and ask students to decide if it is a statement of observation or inference.
- Explain the Time Capsule theories. Many different inferences are possible from one observation. What other inferences might be made from observing the monument and its artifacts?
- Choose one inference (hypothesis) and think of ways archeologists might test it by looking for other evidence at the site.

FOLLOW-UP ACTIVITIES

- Take a field trip to Stones River National Battlefield and allow students to view the artifacts located at the visitor center. Then have students view the Hazen Brigade Monument, read the inscriptions and take note of the gravesites.
- Students can create a time capsule of their own to remember and honor their class. Be sure to include an explanation of each “artifact” included.
- “Archeology and Artifacts: Introducing Scientific Inquiry” activity in this guide
- Participate in a Ranger Education program at Stones River National Battlefield

RESOURCES

- Cozzens, Peter. “The Hazen Brigade Monument.” *The Battle of Stones River — Civil War Series*, Eastern National Park and Monument Association, 1995, 50-51.
- Stones River National Battlefield. “The Hazen Monument.” Brochure.
- Smith, Shelly J. and Jeanne M. Moe, Kelly A. Letts, Danielle M. Patterson. *Intrigue of the Past: A Teacher’s Guide for Fourth through Seventh Grades*. United States Department of Interior and Bureau of Land Management, 1996.

APPENDIX
The Hazen Brigade Monument

Instructions

Place an “O” next to statements of Observation, and “I” for statements of Inference

1. There are nine objects inside the monument.
2. The rifle barrels and cedar staff makes the letters “IL” for Illinois.
3. There are three straight objects inside the monument.
4. The nine objects symbolize the 9th Indiana.
5. There are three round objects inside the monument.
6. There are three pointed (rifle) shells inside the monument.
7. The Read and Burton shells were only used to fill gaps in the wall.
8. If the Read shell were removed, the stone next to it would fall out of place.

The next questions are about the outside inscriptions on the monument.

9. The words “Their face towards heaven, their feet to the foe” are engraved on the monument.
10. The monument tells us that these were deeply religious people.
11. 1st Lt. Calvin Hart was killed at Stones River.
12. The people who built the monument were angry with the Confederates.
13. The monument was built in 1863.
14. Lt. Joseph Turner was in the 9th Ind. Vols.
15. We can tell from the monument that these were peace-loving people.
16. “Inspires to Greater Deeds” is engraved on the monument.

APPENDIX
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answer key

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