

Important information:

Time: 1 hour

Equipment: * Worksheet A (on back of sheet)
* Pictures of monuments and memorials in your area (optional)
* Pictures of national monuments

Outcomes: * Knowledge of what a memorial or monument is
* Knowledge of key things to look for on a monument or memorial
* Ideas for possible monuments and memorials to study in your area

Why study monuments and memorials?

Children will be aware of many different types of building in their area; however they may not have noticed the numerous memorials and monuments that fill our towns, villages and cities. Memorials and monuments give us valuable clues as to the social history of an area; they reflect what was held to be important both on a national and local level as well as telling important stories connected with local communities. Studying the physical details of a memorial or monument is often only the beginning! Other avenues of research will open up such as records relating to its founding and construction, newspaper cuttings about the event/person commemorated, local memories and details of archaeological investigations, to name but a few. All of these sources, combined with the physical evidence, will help put the memorial/monument in its wider social context.

What are monuments and memorials for?

Memorials, as the word suggests, commemorate people and events from the past, whether the loss of lives in a battle or a significant moment in a community's past. They can be plaques, commemorative windows, inscribed stones in a building or gravestones. Monuments also remember significant people and events but are important historical structures in their own right, for example Nelson's Column in London. However, 'monument' is also a wider term for archaeological sites. Our ancestors created their own monuments such as Stonehenge and burial mounds and chambers, the functions and wider significances of which can only now be guessed at.

What to look for on a monument or memorial

It is important that children learn to look in detail at the monuments and memorials they will be studying. Whilst inscriptions and lists of names may be relatively easy to read and research, other elements such as symbolism and iconography can be important clues too (see the 'Symbolism' additional sheet for lists covering common symbols and their meanings). Ideally you are looking to find details of:

- Who or what the monument/memorial commemorates
- Details of individual names
- Significant dates and places
- Symbols with meanings
- Who erected the monument/memorial and when

Of course if one of your chosen monuments is an archaeological site such as a burial mound, you will need to consider what to look at and record even more carefully! Details such as those mentioned above will probably be impossible to ascertain. However, you should aim to find any archaeological reports relating to the site which should give key interpretative details. With your class or group you could do your own work by:

- Visiting the site and producing a paced plan (you will need the landowner's permission and remember to risk assess!)
- Looking at the site in its wider landscape setting by studying old OS maps, are other similar monuments nearby, for instance?

Objective: To discover what memorials and monuments are for

Name: _____

What is a monument or memorial?



In your group talk about what you think a memorial is and what you think a monument is; is there a difference between the two? Write down four key points to tell your class.



Fill in these sentences after listening to your class discussion:

A memorial is:

A monument is:

Types of monuments and memorials



In your group try to think of five memorials or monuments you have seen in your local area. Make a note of where they are e.g. in a church, on a building, in the market square/town centre. Your teacher might want to take you on a walking tour to find some monuments and memorials near your school.



Can you group your class list of memorials and monuments under any of the following headings?

Plaque	Statue	Window	Inscribed stone
Special place	War memorial	Other	



What is the most common type of monument/memorial in your area?
Where are they mostly found?

Looking at monuments and memorials



What information do you think you could find on a memorial or monument?



Look at a picture of a local monument provided by your teacher (e.g. a war memorial). Can you find the following information?:

- Who or what the monument remembers
- Dates of when or where the event being remembered happened or when the people being remembered lived or died
- Who put up the monument and when
- Other useful information

Choosing monuments and memorials to study!



What do you think is the most important monument or memorial in your area?
Why do you think this?



What 5 monuments and memorials have you chosen to study?

Important information:

Time: 2–3 hours

Equipment: * Worksheet B

Outcomes: * Knowledge of how to use the information collected from monuments and memorials to discover further details; useful for putting together a trail
* Ideas for creating a missing monument to commemorate a local person or event

Researching the basic details from a memorial or monument

Factsheet One gave a list of the important details that can usually be collected from more recent memorials or monuments. As more modern memorials/monuments will usually give names of individuals and dates this provides a good framework for further research. The amount of information you come across and the detail it goes into will very much depend on the date of the memorial/monument. It is worth doing a little research of your own before working with your class to see what is available and in what form. Children may find it hard to access the language of public records and old newspapers but this could lead to interesting discussions about how the English language has developed. An excellent website exists giving a great deal of background on how to search for records, where to search and what information the records will show for the different countries making up the UK at different periods: www.familyrecords.gov.uk

Armed with your dates and names you can also:

- Visit your local library and look up back copies of local newspapers
- Visit/contact your Local Records Office to access birth, death and marriage certificates from 1837 onwards as well as other public records (there may be a charge). You can see some information for some areas of the country online free of charge at www.freebmd.org.uk
- Contact your local vicar/priest/rector/imam/rabbi to discover more about memorial windows, plaques, dedications and (in the case of churches) to see parish records for births, marriages and deaths pre 1837; remember though that records may have been transferred to your Local Records Office. A useful site for locating parish records is: www.genuki.org.uk Another good, free, site is: www.a2a.org.uk
- Look at the census materials available online at www.nationalarchives.gov.uk (there is a charge of £5 for searching)
- For military graves/memorials/monuments look at the Commonwealth War Graves commission www.cwgc.org (free) and the National Inventory of War Memorials www.ukiwm.org.uk (free)
- Approach local historical societies/members of the community

Archaeological monuments

If you are looking at an archaeological monument without dates and names you can:

- Visit/contact your local Historic Environment Record (HER) officer, archaeological service or county archaeologist. In England, HER officers are usually based at local County Councils; in Wales, they are based in one of the four Archaeological Trusts (see www.cpat.org.uk/wat.htm); in Scotland, you should contact your local council for details of your nearest HER; and in Northern Ireland, the Environment and Heritage Service can offer advice (www.ehsni.gov.uk)
- In England and Wales, talk to your local Finds Liaison Officer (www.finds.org.uk)
- Visit/contact your local archaeology unit or society. The searchable TORC database on the internet will help you: www.torc.org.uk
- Contact your Council for British Archaeology regional group, see www.britarch.ac.uk
- Ask your local library for any archaeological reports that have been produced

Objectives: To learn how to discover more about memorials and monuments and the people whom they commemorate; to design a 'missing' monument

Name: _____

Information on monuments and memorials



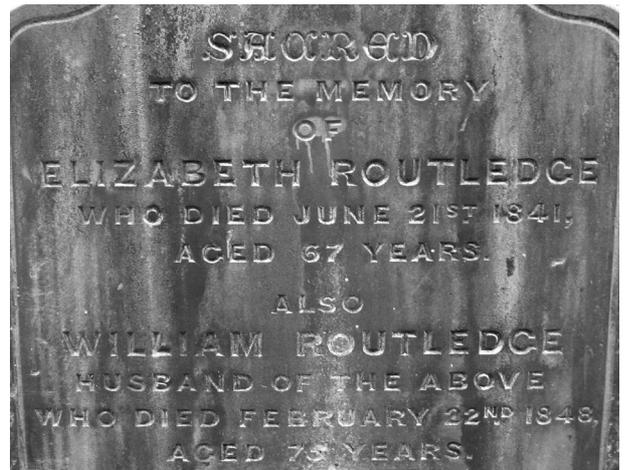
In your group see if you can remember the important information you might be able to find on a memorial or monument. **HINT: Think of the 5 Ws!**

Recording gravestones



Look at the picture of the gravestone. Can you find this information?:

- The name of the person buried
- When they died
- How old they were when they died
- Names of other relations
- Where they lived
- What they did for a living



In your group make a list of how you think you could use this information to find out more details about the person's life.



Look at the death certificate below. What new information does it tell you about Elizabeth Routledge and her husband?



Can you spot any information that is different on the death certificate to what is written on the gravestone? Which do you think is right and why?

CERTIFIED COPY of an ENTRY OF DEATH
Pursuant to the Births and Deaths Registration Act 1953



Registration District <u>York</u>									
1841 . Death in the Sub-district of <u>Bootham in the City and</u> in the <u>County of York</u>									
No.	When and where died	Name and surname	Sex	Age	Occupation	Cause of death	Signature, description, and residence of informant	When registered	Signature of registrar
80	Twenty first of June 1841 in Goodramgate Parish of Holy Trinity Goodramgate	Elizabeth Routledge	Female	66 years	Wife of William Routledge Shoemaker	Inflammation	Philip Darling present at the death St Saviourgate York	Twenty second of June 1841	Thomas Peters Registrar.

Turn over

Recording gravestones (continued)



Look at the census record from 1841 (below). Can you find the name and of age of Elizabeth and William's son?

PLACE	HOUSES		NAMES of each Person who abode therein the preceding Night.	AGE and SEX		PROFESSION, TRADE, EMPLOYMENT, or of INDEPENDENT MEANS.	White Birth	
	Uninhabited or Building	Inhabited		Males	Females		Whether Bora in same County	Whether Born in Scotland, Ireland, or Foreign Parts.
Goodenough		1	William Boulton	65		Shoemaker	Y	
			Elizabeth Do		65		Y	
			Henry Do	25		Shoemaker	Y	
			William Do	15		Shoemaker	Y	



Using the information from Elizabeth's gravestone, death certificate and the census record, write a short obituary for a newspaper about Elizabeth's life.

You should see that you now know far more about Elizabeth than you did from just looking at her gravestone!

Researching your chosen monuments



How do you think you can use documents like census records and death certificates to help you research monuments on your trail?



Can you think of any other documents or sources that would be useful?

Missing monuments!

One of the challenges for the 2007 Young Archaeologist of the Year Award is to design a monument or memorial that is missing in your area.



With the whole class, discuss ideas for who or what should be commemorated in your area. Can you think of an important person who lived or died locally? Or is there an event that has happened nearby, either recently or in the past?

Remember to think of the five 'Ws':

- Who: _____
- What: _____
- Why: _____
- When: _____
- Where: _____



Having decided as a class who or what your missing monument remembers, draw some ideas for what it could look like. Will your monument or memorial be a plaque, statue, window, garden, building, or something else?

Important information:

Time: 2 hours

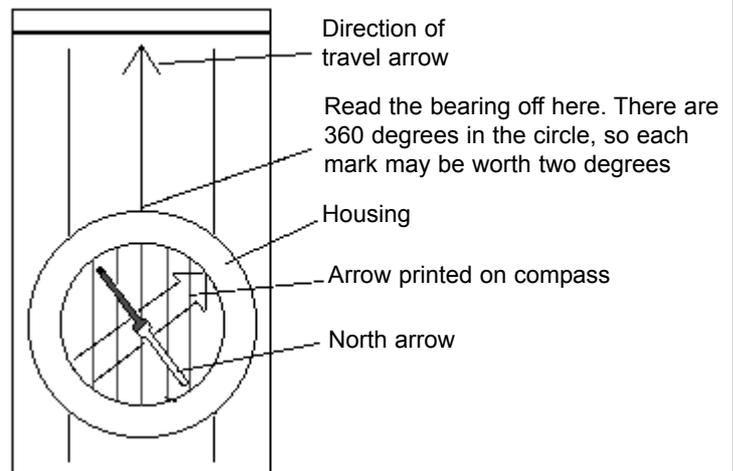
Equipment: * Worksheet C
* Local Ordnance Survey maps (see www.ordnancesurvey.co.uk)
* Compasses

Outcomes: * Knowledge of how to use compasses to take and follow bearings
* Knowledge of how grid references work
* Ideas for different ways to provide instructions, maps or clues

Using maps, compasses and grid references

Children will probably have some prior knowledge of different types of maps, and may have seen Ordnance Survey maps of the local area. You can access free snippets of OS maps on their website at www.ordnancesurvey.co.uk by following the 'Get-a-Map' links and entering a local postcode. Children could all download a map showing their homes or the school; right-click on the map and 'Save Picture As'. Children should be encouraged to explain what they can see on the maps, and discuss what the different symbols mean. Children could be challenged to think of symbols for the monuments and memorials on their trails and draw a sketch map with them on.

Using compass bearings is a great way of providing instructions to follow. It is also a useful skill for children to learn, being both highly practical and mathematically-based. A bearing is a three-digit angle measured clockwise from north. It is a skill that is easier to learn when shown, rather than explain in writing! However, simply, to take a bearing from one place to another place (which is visible from the first) hold the compass so that the 'direction of travel arrow' at the front points directly at the second place. Keeping the compass pointing in this direction, turn the housing dial so that the north arrow (inside the housing dial) is directly lined up with the arrow printed on the compass itself. The red end of the north arrow always points north. You can now read the bearing off the front of the compass (see diagram above). To follow a bearing, turn the housing dial so that the bearing you have been given is at the point where you read the bearing (marked on the diagram as 'read the bearing off here'). Now move the whole compass around until the north arrow lines up with the arrow marked on the compass itself. The 'direction of travel arrow' is now pointing in the direction of the bearing which you have been given. Compass bearings would be useful in a trail around a small area, such as school grounds or a graveyard. Always remember to include how far (in paces or metres) you need to travel in the direction of the bearing.



Using grid references to pinpoint the location of the monuments and memorials is useful when putting together the instructions for following trails. Basic challenges using four- and six-figure grid references are on **Worksheet C**.

Providing clues

Children could use clues to help people follow their trails. These could include compass bearings, or more cryptic clues that use local landmarks or buildings. For example: *The next memorial on the trail remembers Really Nice Local Individuals. You'll find it at the watery watering place where the Sea crosses the River.* This fictional example would lead to a Royal National Lifeboat Institution memorial on the wall of a pub named after the sea or water (e.g. Mermaid Inn). The pub in this example is on Sea Lane, by a bridge over a river!



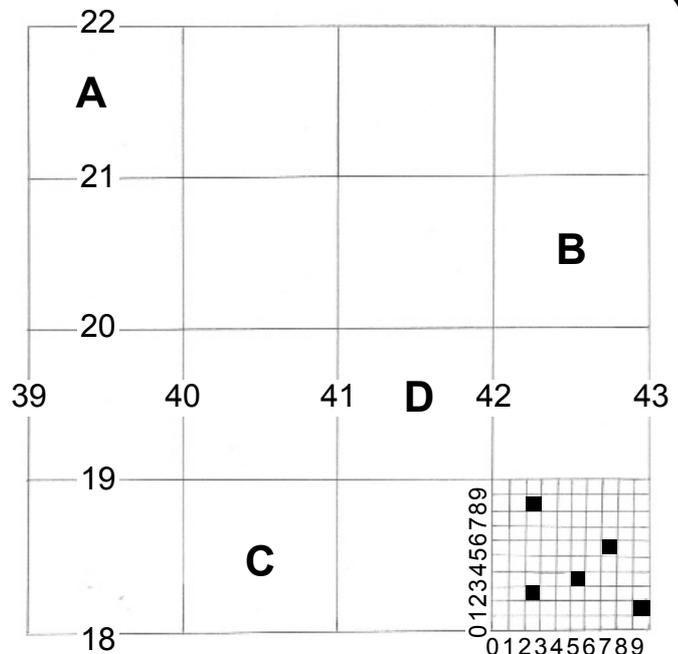
Objectives: To learn how to use grid references to find places on a map; to learn how to take and follow bearings using compasses; to think about how you will put together your monument and memorial trail

Name: _____

Grid references

To create a four-figure grid reference, find the square that you want to refer to. The grid reference will be the two numbers on the vertical line to the left of the square, followed by the two numbers from the horizontal line underneath the square. Remember to go ‘along the corridor and up the stairs!’

The four-figure grid reference for square A is **3921**.



Write down the four-figure grid references for squares B, C and D

B: _ _ _ _

C: _ _ _ _

D: _ _ _ _

To pinpoint an exact place on a map, you will need a six-figure grid reference. Start by finding the four-figure reference for the square, and write it down with a space after each pair of numbers like this: 42_ 18_. You now need to imagine that the square is divided up into 100 small squares like the square in the bottom right corner of the diagram. Number each dividing line (horizontally and vertically) from 0–9 (starting from the bottom left corner). Work out in which of your tiny squares your place is. Find the number to the left of the square on the vertical line and insert it into your six-figure grid reference after the first two numbers. The number from the horizontal line under the square provides the final number.

The six-figure grid reference for one of the shaded squares is **422182**



Write down the six-figure grid references for the other four shaded squares.



Work with a partner. On squared paper, both draw out a grid which is 10x10. Number each vertical line and horizontal line. It doesn't matter what number you start with, but make sure your grid is numbered in the same way as your partner's! Without showing your partner, both colour in any ten squares on your grid. The aim of the game is to find your partner's coloured squares before they find yours. Take it in turns picking one square at a time, using four-figure grid references to pick the squares. **Good luck!**

Turn over

Compass bearings



Your teacher will show you how to use a compass to take and follow bearings. In your class, discuss how you think compass bearings could be used to help people to follow a trail. What other information would be needed as well as a compass bearing?



Work in small groups to create a trail around your school grounds using compass bearings. Your trail should visit five different places in the school grounds. *HINT: Make sure that you can see each place on your trail from the place before it! It isn't easy to take a bearing on something you can't see!*



Once you have finished making your compass bearing trail, swap with another group. Try and follow their trail. What five places did their trail take you to?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Providing clues



Another good way to put together a trail is to use clues, a bit like a treasure hunt. In a class, discuss what information you would need to include in a clue.



Choose something that you can see in your classroom. Write a clue that will help someone to work out what it is.



Challenge the person sitting next to you; can they work out your clue?



Work in small groups to create a trail around your school grounds using clues. Your trail should visit three different places in the school grounds.



Once you have finished writing your clues, swap with another group. Try and follow their trail. What three places did their clues take you to?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____