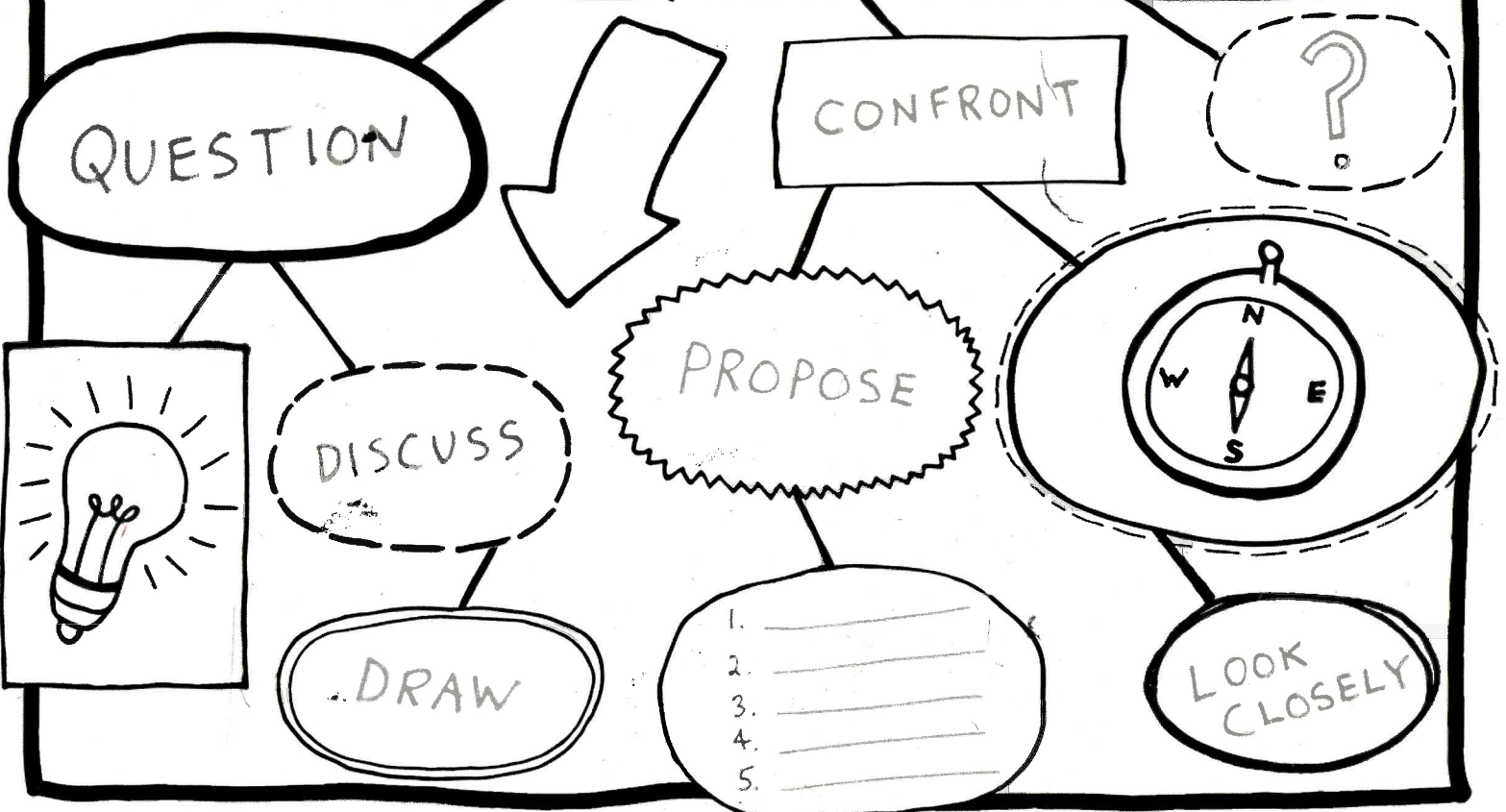


# Monument Lab

# FIELD TRIP



# ABOUT

Monument Lab Field Trip is a set of self-guided activities designed to help you investigate historical monuments in your community, ask questions about art and justice in public spaces, and propose your own ideas for a monument.

These activities can be completed outdoors while keeping a safe distance from other people, or they can be completed from home. We encourage you to explore with family, friends, classmates, and neighbors in a way that is safe and accessible for you. You might find that Street View, Google Earth, or another online tool can help you explore monumental spaces from your home.

**monument:**  
a statement of power  
& presence in public.

# GETTING STARTED

## WHAT DO I NEED?

You'll be doing lots of drawing and writing on this Field Trip, so make sure you have something to write with (pen or pencil) and something to write on (like a clipboard or table). You'll also need a sense of curiosity as well as a critical eye.

## HOW LONG WILL THIS TAKE?

It's up to you! These pages are just a guide, but ultimately it's your investigation. You can do all of these activities in one day with one monument, really digging in and exploring the histories it reveals (and hides). Or you can visit many monuments over many days, finding new monuments along the way.

# SHARE

Share ideas, questions, drawings, and photos from your Field Trip with us on social media.

Tag @Monument\_Lab and use #MonumentLabFieldTrip to connect with others.

"I think we must  
continue pushing the idea  
of what constitutes a monument."  
-Steph Garcia, artist

# CREDITS

Monument Lab Team: Kanyinsola Anifowoshe, Paul Farber, Patricia Eunji Kim, Hilary M.V. Leathem, Sue Mobley, and Yannick Trapman-O'Brien. Produced with support from the Center for Public Art & Space at the University of Pennsylvania Weitzman School of Design.



**Monument Lab**

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Monument Lab Field Trip was designed and illustrated by Mike Murawski & Bryna Campbell with Super Nature Adventures.



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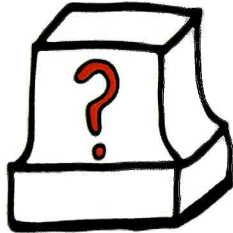
*Dedicated to Allie, Arlo, Asha, Emmie, Holden, Leo, Linnea, Linus, Oran, Seneca, and Sidney*

# INVESTIGATE

## CHOOSE A MONUMENT

Do you know of any monuments in your city, town, or neighborhood?

Is there one you want to know more about, or even one you have never noticed before?



MLK Plaza

Name of Monument

## EXPLORE & LEARN

Is there a plaque, sign, marker, or website that might tell you more about this monument?  
online articles, plaques, videos.  
What does this monument represent?  
*Civil Rights and MLK's legacy.*

When was it created?

*1995*

Who created it?

*USF*

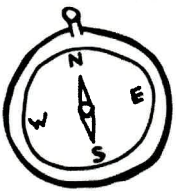
## LOOK CLOSELY

Either in person or virtually, take time to view and observe the monument. Write down some of the things you notice.

*The main goal of the monument is to provoke thought, it has seating, plaques, and a reflection pool to encourage students and visitors to remember the past and imagine the future.*

# DRAW & MAP THE SPACE

Use this space to sketch the monument you chose, and draw a map of the area where this monument is located.



“Monuments inscribe meaning and possibility into our environments.”  
- Hilary Malson, scholar

# DIG IN

How does this monument make you FEEL?

It is a very light monument, which makes you appreciate as opposed to mourning or lamenting.

What might be the STORY behind why and when this monument was created?

This monument was built as part of the campus' master plan. 1995.

How might this monument represent POWER? Whose power?

Power of the people to create change. One man was able to, even in death, change the quality of life for millions of American citizens.

What can't we know about this monument from our observations?

The context of all the works MLK did, or all the issues that still remain.

What might this space feel like WITHOUT this monument?

Much of the campus is simply pretty, this monument adds depth and an intellectual quality to the campus.

What other histories exist here but are not included in this monument?

The natives who once occupied the space at which this University now sits.

"The significance of monuments is larger than their present physical narratives in our daily lives. It's about who controls the narrative."

-Glenn Cantave, activist

How do you define "monument"?

Any "public" and physical dedication can be to a cause, a person, etc.

Should monuments represent individuals? groups? collectives?

all of the above are fine. Not all monuments will be "good" to everyone.

Let's unfix the ideas we have inherited about monuments.

# CONFRONTING HISTORY

Do you know of any monuments dedicated to non-white people in your city? If so, who do they honor?

MLK monument, see previous page.

Do you know of any monuments dedicated to women in your city? If so, who do they honor?

Clara C. Foye monument,  
ybor

Do you know of any monuments dedicated to Indigenous people or markers honoring Indigenous lands? If so, who put them there?

Little Big Horn National monument  
Crow agency and Colleen Gutschall

What are some questions you have about monuments & public spaces?

Can anyone create a monument?  
Are there any supreme court cases regarding monuments?



“Monuments are about people—  
they’re about humanity, or they should be.  
They should reflect our humility & humbleness,  
the complexity of what it means to be human.”  
—Karyn Olivier, artist



**Find a monument that depicts a single person.**

**In the circles above, write down some of the people who would have made this person's work possible: anyone who might have been associated with them, took care of them, collaborated with them, or on whom they depended.**

**Ask at least one person to help you add to your list.**

# EXPANDING THE PEDESTAL

# LAYERS OF THE PAST

- 1 CHOOSE a location or site in your own town, city, or neighborhood.
- 2 IMAGINE the layers of history, people, and events that might have occurred in that place over time. Try to find some historic maps of this place.
- 3 Use the spaces below to RECORD your thoughts, notes, and reflections.

Your city is experiencing gentrification, causing poverty levels to decrease by about 30%, once booming cigar economy dies.

**10 YEARS AGO**

Spanish clubs are booming post WWII. Your is recovering and returning to its party city reputation.

**50 YEARS AGO**

Florida gets the nickname the Sunshine State. The roar of the 1920's creates a boom in Florida population, and tourism becomes a main facet of Florida life.

**100 YEARS AGO**

During the 1600's Your was a battlefield ridden with the deaths of english, spanish, and indigeneous peoples as a struggle for power of Florida runs rampant.

**400 YEARS AGO**

REFLECT:  
Who decides what gets remembered or honored & what doesn't?

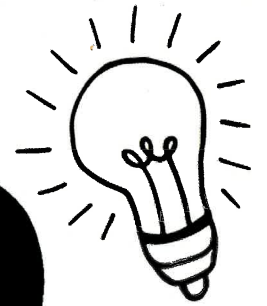
"We could think about a monument as something that continues to reflect the shifts in memory & history of the site as time goes on."

-Regina Agu, artist



PROPOSE A NEW

# MONUMENT



How long will it last?

*Until its message is no longer necessary.*

Where will it be located?

*Columbia Law School.*

**GET STARTED** by brainstorming some ideas to propose your own monument.

Think of something that matters to you or your community.

How large or small will it be?

*Small,  
6" by 9"*

What materials will you use to make your monument?

*Glass.  
intentionally  
fragile.*

What is the story behind your monument?

*R.B.G. went to school at this college, and died in 2020*

## DREAM BIG

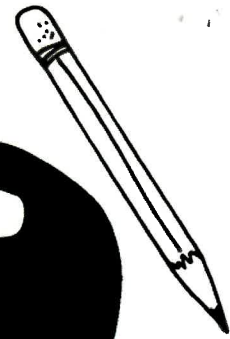
Let your creativity run wild here!  
Think beyond the limitations of cost or traditional ideas of monuments.

*"What would these monuments look like if they were personal, communally accessible, and tangible? If they were alive?"*

*-Kanyinsola Anifowoshe, curator*

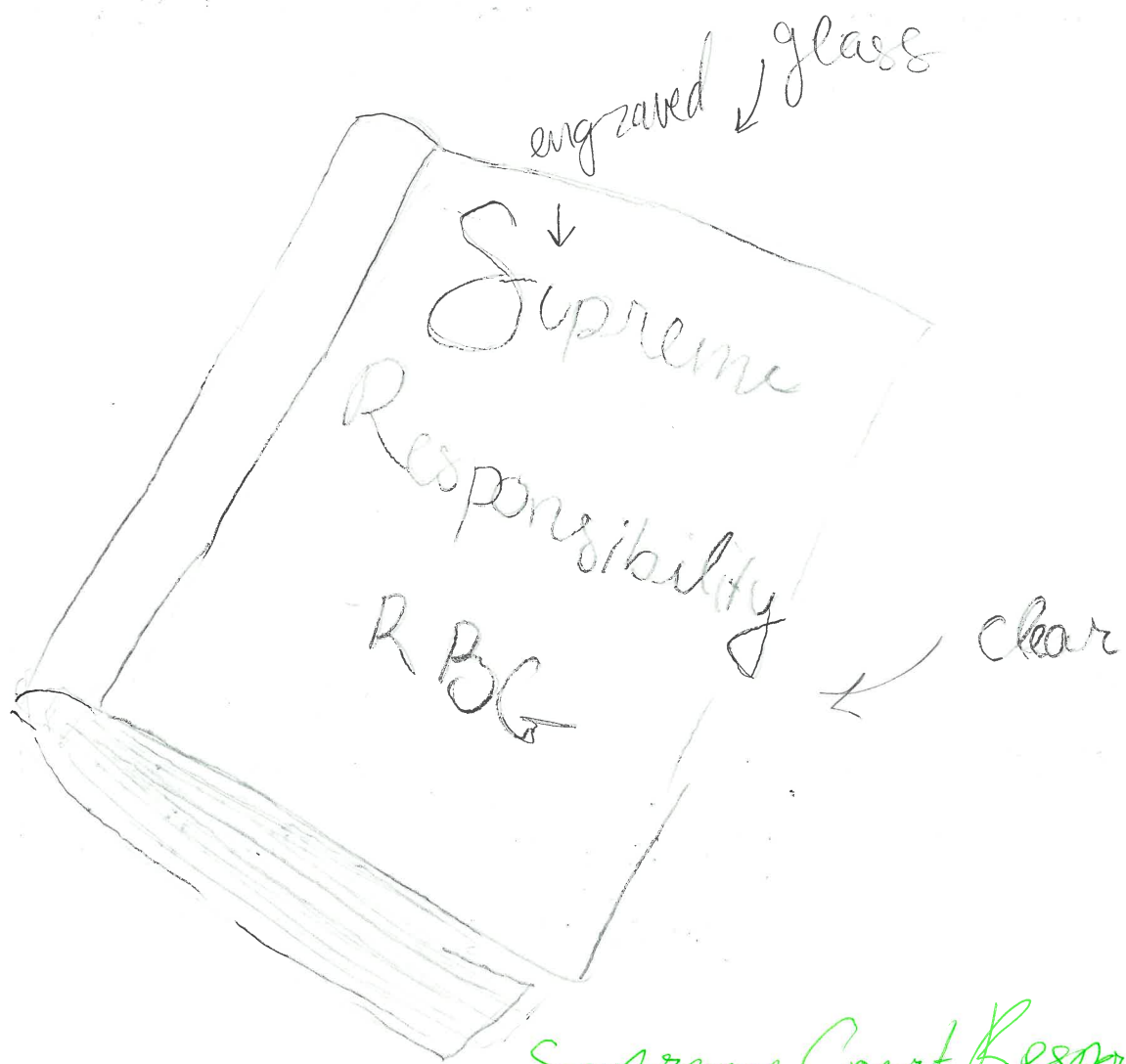
DESIGN YOUR OWN

Jessica Vaupel



# MONUMENT

USE THIS PAGE TO DRAW AND/OR SKETCH YOUR IDEAS.



Supreme Court Responsibility

NAME YOUR MONUMENT

“Much of what future generations will know about us is through the monuments we choose to put up & preserve.”

- Hank Willis Thomas, artist