ABSTRACT
This study, part of the project “Museums, Monuments and Communities: Places of Public Memory,” investigates the unique value of the Captain Kirk Memorial, including those of the Aniz Domingos Museum and the Archives of the Federal Institute of Paraná as pedagogical tools in formal and informal learning environments about the Contestado War (1912-1916). These spaces, located in União da Vitória-PR and Porto União-SC, respectively, are not just monuments but “living entities” that engage the public, especially the students of the Thomaz Padilha School. Inaugurated in 2015, the Captain Kirk Memorial celebrates the historical significance of the Contestado War, which influenced public memory and often diverged from other narratives. Analyzing monuments and historical archives and conducting a community study between 2021 and 2022, we seek to deepen our understanding of the interconnections between monuments and memory, based on public history, and Oral history. We highlight the importance of pedagogical and exhibition practices, which not only provoke reflections on memory and history but also culminate in the creation of a monument for the centenary of the District of Taquara Verde, Caçador-SC, a significant site in the
memory of the Contestado War. Thus, the project allowed the students and the community to connect with the past and reflect on the links between personal memory, the memory of the Brazilian army, and the memory of the thousands of caboclos-sertanejos (backlands) killed in the Contestado War. Therefore, these sites are not only educational means but also environments for dialog and understanding the dynamics of public memory. These are crucial for developing a diverse and shared historical consciousness.

**Keywords:** Formal and Non-Formal History Teaching. Public History. Museum. Contestado War. Memory.

**RESUMO**

Este estudo, parte do projeto “Museus, Monumentos e Comunidades: Lugares de Memória Pública”, investiga o valor singular do Memorial Capitão Kirk, incluindo os do Museu Aniz Domingos e do Arquivo do Instituto Federal do Paraná como ferramentas pedagógicas em ambientes formais e informais de aprendizagem sobre a Guerra do Contestado. Esses espaços, localizados em União da Vitória-PR e Porto União-SC, respectivamente, não são apenas monumentos, mas “entidades vivas” que envolvem o público, especialmente os alunos da Escola Thomaz Padilha. Inaugurado em 2015, o Memorial Capitão Kirk celebra o significado histórico da Guerra do Contestado (1912-1916), que influenciou a memória pública e muitas vezes divergiu de outras narrativas. Analisando monumentos e arquivos históricos e realizando um estudo comunitário entre 2021 e 2022, buscamos aprofundar nossa compreensão das interconexões entre monumentos e memória, com base na história pública e na história oral. Destacamos a importância das práticas pedagógicas e expositivas, que não só provocam reflexões sobre memória e história, mas também culminam na criação de um monumento para o centenário do Distrito de Taquara Verde, Caçador-SC, local significativo na memória da Guerra do Contestado. Assim, o projeto permitiu que os alunos e a comunidade se conectassem com o passado e refletissem sobre os vínculos entre a memória pessoal, a memória do exército brasileiro e a memória dos milhares de caboclos-sertanejos mortos na Guerra do Contestado. Portanto, esses locais não são apenas meios educacionais, mas também ambientes para o diálogo e a compreensão da dinâmica da memória pública, fundamentais para o desenvolvimento de uma consciência histórica diversificada e compartilhada.


**RESUMEN**

Este estudio, que forma parte del proyecto “Museos, Monumentos y Comunidades: Lugares de Memoria Pública”, investiga el valor único del Memorial Capitán Kirk, incluyendo los del Museo Aniz Domingos y los Archivos del Instituto Federal de Paraná como herramientas pedagógicas en entornos de aprendizaje formal e informal sobre la Guerra Contestada (1912-1916). Estos espacios, ubicados en União da Vitória-PR y Porto União-SC, respectivamente, no son sólo monumentos, sino entidades vivas que involucran al público,
especialmente a los estudiantes de la Escuela Thomaz Padiha. Inaugurado en 2015, el Memorial del Capitán Kirk celebra la importancia histórica de la Guerra Contestada, que influyó en la memoria pública y a menudo divergió de otras narrativas. Analizando monumentos y archivos históricos y llevando a cabo un estudio comunitario entre 2021 y 2022, buscamos profundizar nuestra comprensión de las interconexiones entre monumentos y memoria, basándonos en la historia pública y la historia oral. Destacamos a importancia das práticas pedagógicas e expositivas, que não só provocam reflexões sobre a memória e a história, como culminam com a criação de um monumento para o centenário do Distrito de Taquara Verde, Caçador-SC, local significativo na memória da Guerra Contestada. Así, el proyecto permitió a los alumnos y a la comunidad conectar con el pasado y reflexionar sobre los vínculos entre la memoria personal, la memoria del ejército brasileño y la memoria de los miles de caboclos-sertanejos muertos en la Guerra de Contestado. Por lo tanto, estos sitios no son sólo medios educativos, sino también entornos para el diálogo y la comprensión de la dinámica de la memoria pública, fundamentales para el desarrollo de una conciencia histórica diversa y compartida.


### 1 INTRODUCTION

The Contestado region, located between Paraná and Santa Catarina, is a landmark of the revolt of backcountry (*caboclo-sertanejo*) against the state, civil and military institutions, and local power between the end of the 19th century and the beginning of the 20th century, in the period known as the Old Republic (1889-1930). Railroad expansion and capitalist interests, for example, resulted in the forced displacement of poor rural communities and brutal conflicts with the Brazilian Army. These events culminated in the so-called *backlands resistance* and state violence against them, which resulted in approximately 20,000 deaths.

The number of deaths in the Contestado War is uncertain but estimated at between 10,000 and 30,000. The uncertainty is partly due to post-war actions, in which the police and gunmen, equipped with leftover military arsenals, conducted raids in rural areas. These efforts aimed to establish order and eliminate resistance from the backlands. The violence that followed contributed significantly...
to the high casualty estimates, highlighting the significant impact of the war on the region's rural population.¹

In the context of the Contestado War, the 1915 plane crash that resulted in the death of Lieutenant Ricardo João Kirk was both a tragic event and a symbol of the Brazilian Army's modernization. Ricardo João Kirk, born in Campos dos Goytacazes (Rio de Janeiro), in 1876, joined the army in 1891 and rose to 1st Lieutenant in 1910. He participated in the Federalist Revolution and was Brazil's first military aviator.² Kirk acquired airplanes in France, where he also received aeronautical training. 1914, Kirk and the Ministry of War created the Brazilian Aviation School, but its war and maintenance assets were transferred to the Brazilian Aero Club. Kirk's death in a 1915 plane crash caused significant national upheaval and sparked debates over Brazil's aerial capabilities.

This aviator's legacy is celebrated for his pioneering role in Brazilian military aviation, which took place during the First World War and in the broader context of military modernizations across Latin America (Thomé, 1985; Rodrigues, 2008; Auras, 1984; Calaza, 2007).

In Porto União - SC, on the centenary of this episode, a memorial was inaugurated in honor of Captain Kirk, an initiative promoted by the Kirkananos collective and with the support of the City Hall and the University of Contestado (UNC). Fig. 1 The monument tells a silent history that instigates reflection, making it a place for non-formal learning in the public space. Strategically positioned in front of the 5th BEC, the monument immortalizes the aviator's memory - through a bust and a replica of the Morane Saulnier plane - and invites us to reflect on the controversial narratives about the Contestado War.

¹ We have adopted Fraga's (2023) definition of caboclos or sertanejos, i.e., backcountry or back-lands. These are social groups of peasant origin in the hinterland of the states of Paraná and Santa Catarina formed from the ethnic-racial mixing of Europeans (Spanish and Portuguese), Black people, and Indigenous people.

² Gaspar Silveira Martins and Floriano Peixoto, representing Federalists and Republicans, respectively, were key figures in the Federalist Revolution (1893-1895), a conflict in Rio Grande do Sul and Paraná. This confrontation illustrated the intricate dynamics between liberalism and regional political contests, highlighting a push for increased state autonomy linked with liberal governance principles. This was all set against a backdrop of power struggles and the shaping of national political identity. Refer to Salomão & Cruz-e-Silva, 2023, for more details.
In this project, the research and university extension activities sought to understand the intersection between public memory and individual or collective interpretations of the monument to Captain Kirk. Considering that monuments perform various functions, acting as spaces for formal and non-formal learning and the creation of memories, as well as being linked to the research lines of the Master's Programs in Public History and History Teaching-Prohistory, we asked ourselves: How do the public in the cities of União da Vitória-PR and the elementary school students at the Thomaz Padilha School (Caçador, SC) interpret the Captain Kirk Memorial? Does the Captain Kirk Memorial offer insights into the past and present in its representations?

![Figure 1 - Bust of Captain Kirk and replica of the Morane Saulnier airplane](source © Aluízio Witiuk, 2019.)

This article explores the relationship between public memory and individual and collective perceptions around the monument to Captain Kirk, emphasizing the importance of understanding the connections between monuments.

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3 The lines of research of the Master's programs at UNESPAR, Campo Mourão-PR, are, respectively, Memories and spaces of formation and Historical knowledge in different spaces of memories, available at: https://ppghp.unespar.edu.br/o-programa/linhas-de-pesquisa and https://ppghp.unespar.edu.br/o-programa/linhas-de-pesquisa. The research line of the Professional Master's Degree in Basic Education at Alto Vale do Rio do Peixe University (UNIARP), Caçador-SC, is Public Policies And Education Management: https://uniarp.edu.br/mestrado-profissional-em-educacao-basica/.

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memory, and historical narratives through public and oral history. A central point of the research is to highlight the fundamental role of pedagogical and exhibition practices, leading to the creation of a new monument in celebration of the centenary of the District of Taquara Verde, significant in the memory of the Contestado War. Therefore, the study aims to establish a deep connection between the community, especially the students, and its historical past, promoting a critical reflection on personal memory, the memory of the Brazilian army, and that of the caboclos-sertanejos (backcountry; backland) affected by the war. The secondary goal is to foster a diverse and shared historical consciousness, using memory spaces (the Captain Kirk Memorial, the Aniz Domingos museum, and the Federal Institute of Paraná) as educational resources and platforms for dialogue and mutual understanding, contributing to a broader view of history.

2 NON-FORMAL EDUCATIONAL DAY UNITES STUDENTS, COMMUNITIES, AND LOCAL MUSEUM

In the European model, lifelong learning is significant for its focus on adaptability in the face of social and technological changes. Thus, the current role of educators must focus on fundamental principles such as student-centeredness, guaranteeing equal opportunities, and ensuring educational quality (Alfageme González, Martínez Valcárcel, 2007). Therefore, museums are positioned as essential centers for informal and non-formal education, providing accessibility to knowledge through specialized activities for various audiences. This initiative translates into a conceptual model highlighting museums’ educational potential in developing a responsible and democratic society.

According to Alfageme González and Martínez Valcárcel (2007, p. 13-15), museums are multicultural and dynamic institutions focused on permanent education and must adapt to the contemporary needs of non-formal learning. This perspective implies thinking and acting on interactive information and communication processes in which visitors’ active participation is encouraged, and education is seen as a continuous and integrative process. While formal learning tends to be structured and curriculum-based, non-formal education in
museums offers a more flexible and voluntary learning experience centered on the participant. This contrast emphasizes both approaches' complementarity to achieve a broader and more supportive education. With its focus on interactivity, direct access to historical objects and narratives, and the ability to connect emotionally with visitors, museum practice broadens the educational experience by offering authentic and tangible contexts that are difficult to reproduce in formal learning environments.

In the Latin American context, Ana Laura Brizzi highlights the importance of rethinking and reformulating educational practices inside and outside the classroom. From this perspective, educational institutions are democratic spaces where students develop as free and active citizens. These environments value cultural diversity and skills through heterogeneity, seen as an enriching means of mutual learning. According to the author, museums play a fundamental role in heritage education, as they are considered an essential teaching resource. The proposal proposes the intricate and complex integration between museums and schools to promote meaningful learning and contribute to the ongoing formation of a public that is aware of and interested in learning about what surrounds and represents them:

Today, schools and museums are at a moment of great mutual interest. The two are looking for each other and trying to learn from each other. Schools are looking to go out to complement some subject in the curriculum, but also because they think it is important to train visitors to inhabit these city spaces in a personal way. In addition, teachers transfer many of the museum's practices to the classroom when, for example, they hold special exhibitions, or exhibitions of students' work. The school also becomes a showcase and the borders become blurred. Museums also cross bridges and visit schools that do not usually go to them and/or collaborate with teachers. They also take didactics from formal education and incorporate them into their dynamics. (Brizzi, 2021, p. 19).

In Brazil, Bolincenha's (2021) research project, “Monument and Memories: A Study of Captain Kirk Square, (Porto União-SC)”, developed an educational journey that used public history approaches combined with thematic oral history techniques (Kobelinski, 2023; Meihy, 2002). This endeavor sought to elevate formal and non-formal educational experiences within public realms, spotlighting
During National Museum Week (The power of museums, 2022), the organized educational event presented innovative experiences that methodologically influenced the teaching approach and interaction with the public. The temporary exhibitions focused on “creation - aimed at producing didactic materials for teaching history; dissemination about historical knowledge - related to spreading historical content through objects; and preservation - attentive to protecting the community’s cultural heritage and stimulating public debate,” integrating theory and practice through engaging activities, which included visits to the Captain Kirk monument and an exhibition organized by the students at the Aniz Domingos Museum. The pedagogical approach enriched the understanding of museology, curatorship, and historical narratives - both in monuments and museum discourse - by interweaving them with a didactic approach to history aimed at non-school spaces. This strategy has inspired students’ autonomy and creativity, expanding horizons for understanding the past and social engagement around history education outside of school (Bolincencha, Kobelinski, 2022; Kobelinski, 2022).

3 PLACES FOR MEMORIAL PRACTICES

Monuments segregate and perpetuate artistic and historical illusions for citizens. They involve sociocultural processes and changes, symbolic actions, and complex political actions (Rowntree & Conkey, 1980, p. 460). Monuments have distinct functions and intentions, the purpose of which is to impregnate public memory and mobilize the community towards a pedagogy of heritage. For this reason, Knaus (1999, p. 8) directs us both to inventory and value and search for the omissions that characterize urban space. We must pay attention to appearances and to what lies beyond immediate sight. In this way, we can think of evoking memories and personal and collective experiences that make us understand the places around us (Glassberg, 2001). At the same time, as places of memory, we can reflect on the various historical narratives constructed about
them (Nora, 1993). Considering the processes of formal and non-formal education, the role of mediation is fundamental since these sophisticated practices deal with complexities that are unusual for audiences and students. Monuments are potent tools for fostering public discussions and helping society reflect on ambiguous narratives and their persistent consequences. In the face of recent protests monuments that evoke a painful past, the idea of monuments as educational tools has emerged. Therefore, it becomes essential to consider the complexities of historical narratives, the motivations and responses of the public, and the evolution of their interpretation and meaning over the years. The active role of the public is vital here. Teachable monuments are living testimonies to a historical period's social and cultural dynamics (Rooney, Wingate, Senie, 2021).

By their very nature, memorials evoke feelings of mourning. The expression memorial mania or mourning mania emphasizes the creation of markers in public memory for personalities or traumatic events to express grief. For Erika Doss (2011, p. 27), this is “a contemporary national obsession with issues of memory and history, an urgent desire to express and claim these issues in various forms of public art and remembrance.” These are new postures in public spaces where the feeling of mourning has become detached from the private sphere, with the visibility of their performance as a form of social claim, public recognition, and historical revision (Doss, 2008, p. 8).

The monument dedicated to Captain Ricardo João Kirk reflects an intense memorialization (Debord, 2005). It conspicuously highlights the historical subject and a narrative linked to the Brazilian armed forces of the early 20th century. For instance, Silva (2023, pp. 397-98) highlights the immortalization of Captain Kirk through the “Aviator's Cross,” a monument erected in the 1980s in General Carneiro’s municipality, where the military pilot Ricardo Kirk died.

The replica of an airplane and a bust express the memorial obsession in Porto União. Moreover, in this type of behavior, monuments to heroes involve pedagogical strategies of the nation-state. The equestrian statue of Emperor Pedro I, in Tiradentes Square, Rio de Janeiro, 1862, shows this rhetoric. For Oriá (2018, p. 34), this pedagogical practice created “a sense of belonging to the national state and developed a civic-patriotic awareness that begins at school,
but which should also be extended to other public spaces in the city.” As Knaus (1999, p. 9) points out, the idea of complicity and subordination were present as referential markers of Brazilians’ gratitude to the monarch Pedro I. Thus, based on Rodrigues (2008), we propose the idea of monumental staging for Captain Kirk Square (Bolicenha, Kobelinski, 2023). The narrative focuses on one point of view and distances itself from others. On the one hand, the armed forces, and the Brazilian Republic praise. On the other, state violence against rural populations is forgotten and neglected.

Educating students and valuing their identity is fundamental to interpreting multiple narratives about the past. History education in the classroom, where diverse types of knowledge—academic, professional, and the student’s previous knowledge built up in their daily experiences and conflicts—are interwoven, can strengthen the feeling of belonging. However, occupying a physical space or visiting a specific monument does not automatically generate a sense of belonging. Promoting educational and socio-cultural activities is vital since they broaden the historical awareness of students and the community, allowing them to recognize themselves in public spaces (Zamboni, 2015).

Monuments and squares refer to a past that we want to immortalize in the routine of passers-by and residents. In this case, local history brings history teaching closer to students’ lived experiences and reflections on the monumental narratives present in public spaces. This approach allows students to relate the past to the present in everyday environments (Bittencourt, 2004). In this way, local history is an essential tool for developing historical awareness, helping students understand their surroundings and contextualizing them according to communities’ cultural and social evolution over the years. The contemporary debate suggests new perspectives for interpreting the past, recognizing sentiments aimed at correcting historical injustices, and making amends to marginalized groups. In this context, we analyzed how the students and audiences of Taquara Verde, Caçador-SC, Porto União - SC, and União da Vitória-PR understand and express themselves about the Captain Kirk Memorial.
4 RESULTS AND DISCUSSIONS

4.1 INPUTS FOR HISTORY TEACHING: WEBSITE, PUBLIC OPINION SURVEY OPINION POLL

In the text “Memorial Mania and Historical Reenactment: A Study on Captain Kirk Square,” we analyzed public perceptions of residents and visitors in comments about the Captain Kirk Memorial between 2015 and 2016, available on TripAdvisor (Bolincenha, Kobelinski, 2023). Most people praised military aviation and Captain Kirk, in addition to valuing institutional initiatives. However, part of the public who visited the monument valued the tragedy of the deaths of the sertanejos-caboclos (backlands) in the Contestado War. We concluded that these responses emerged from the monumental spectacularizing, where the celebration and consumption of symbolic goods function as vectors of social influence, provoking ways of thinking, interpreting, and imagining the past in public spaces (Debord, 2005).

On the other hand, the monument suggests that we need to identify narratives that materiality has subverted and to develop community education strategies by identifying how people conceived the historical reenactment (through the monument) and how it impacts the understanding of the past. In the same study, through interviews with the creators of the Captain Kirk Memorial, we confirmed its historical and social relevance, as well as the incorporation of subjectivities. The interviewees expressed their preferences for aviation and family memories of the Contestado region. Faced with recent challenges to the historical representations of monuments, which often recall traumatic or violent pasts, Bolincenha and Kobelinski (2023) emphasized the existence of political polarization and the condemnation of the use of planes in the Contestado War.

To broaden the scale of the investigation, we conducted a public opinion interview using forms (Google Forms) accessible via smartphones from August 16 to October 4, 2022. Participants engaged in the research voluntarily, with a total of 198 people from the cities of Porto União, União da Vitória, Caçador, Lebon Régis, Rio das Antas, Joinville, Matos Costa, Blumenau, Irineópolis,
Curitiba, Macieira, Canoinhas, Rio de Janeiro, and Nova Cantu. Most participants were female, with a higher education degree, aged between 18 and 30. The objective was to understand the interviewed public's perceptions of the theme, the historical figure of Captain Kirk, the possibilities of using this monument, and how it establishes itself as an instrument of memory (Bolincenha & Kobelinski, museum). We understand that public opinion surveys do not adequately represent the general population. However, the research represented several cities, which is optimistic regarding geographical diversity.

Considering the public opinion survey exclusively on visiting the Captain Kirk Memorial (50% never visited it), it raises questions about the inefficacy of monuments as an educational tool. Thus, the action of historians as mediators in public spaces is justified. The fact that many did not record their visit also suggests a less significant or impactful experience. Regarding sources of information about the past, the dependence on teachers and history books as primary sources of information about the Contestado War highlights the importance of formal education. At the same time, this might indicate a gap in other media sources or interactive resources, such as museums, documentaries, digital platforms, or even historians' actions with audiences (Bolincenha & Kobelinski, 2023). The public’s perception of using aircraft in the Contestado War is intriguing. The responses do not strongly reflect the duality of technological advancement versus the potentially negative impact on rural populations. The neutrality about the figure of Captain Kirk may suggest a lack of a deeper understanding of the past, its historical role, or even the complexity of this topic for the participants. The positive perception that the monument can be an educational tool is encouraging. However, the practical implementation of this functionality needs to be examined, as recognizing its potential is insufficient. Concrete actions of medium and long duration are necessary to promote community education. In summary, the research provided valuable insights into the public perception of the Captain Kirk Monument, presenting ambiguities and gaps in the understanding of historical processes. The results indicate the need for more significant investment in informal education and public engagement around the topics addressed.
4.2 INPUTS FOR HISTORY TEACHING: MONUMENTS TEACHABLE

The teachers can use the monument to Captain Ricardo João Kirk to teach history and connect people to the past. The historian's craft is not limited to the academic world and must involve actions shared with the public. Through them, academic knowledge connects with other knowledge; together, they reflect on and produce knowledge about the past (Rüsen, 2001, p. 38). An example of a public history publication with a thematic emphasis is the book “A Guerra Santa do Contestado Tintim por Tintim,” organized by Rogério R. Rodrigues and Paulo Pinheiro Machado, among other authors and non-historian audiences. The texts captivate readers with articles in easy-to-understand language, shedding light on important themes of that infamous war. On the subject of war mobilization, there is the almost complete use of the armed forces at the time (navy, army, and air force), as well as the establishment of procedures to verify “abuses and violations in times of war” and an official narrative, associated with the press, which created an enemy, that is, “fanatics, troublemakers, bandits and infamous people” who rose against the Brazilian republic. (Rodrigues, 2023, p. 185 et. seq.).

The students at the Thomaz Padilha Basic Education School in Taquara Verde, Caçador-SC, found that they knew little about the Contestado War and even less about the use of airplanes during that period. To stimulate debate about the history of the place and its monuments, we integrated a project into the New High School's in-depth tracks (technological languages and network communication). The idea was that students should take on the role of protagonists at various stages of education, consolidating classroom learning. This protagonism was evident in the recreation of the replica of Kirk's aircraft and the subsequent visit to the monument. Figure 2.
The teaching-learning process focused on critically analyzing narratives about the Contestado War. The approach to the teaching-learning process centered on a critical analysis of narratives about the Contestado War. This method extended beyond examining traditional accounts of the conflict, delving into its reflection and perception among non-school audiences via monumental discourse. Which stories does the monument to Captain Kirk tell, and which does it omit? This process underscored that monuments convey multifaceted narratives, necessitating meticulous examination. Bearing this in mind, we suggested developing a model of Captain Kirk's airplane as an educational resource.

The project consisted of lectures and research. We used newspaper sources in the National Library's (Biblioteca Nacional Digital), textbooks, and historiographical sources. Periodical sources play a critical role in historical research, yet they require careful interpretation and use, particularly concerning the press and the narration of historical events. The challenge is problematizing research sources about their dissemination, historical culture, and political, social, and other implications. Furthermore, the research requires careful
interpretation to understand the ideological links and worldviews of various sectors of society (Capelato, 1988).

Secondly, we contrasted the material documentation with personal testimonies from the community, administrators, teachers, politicians, and the military. This combination of sources brought an exciting range of possibilities for analysis. Of course, we take the necessary precautions regarding the periodical sources mentioned above and the possible mishaps when working with oral sources since they carry emotional burdens and the action of memory in discursive construction.

In any case, testimonies are indispensable and, to a certain extent, fundamental for constructing local, regional, and national memory. In practical classes, we challenged the students to produce a replica of the Morane Saulnier aircraft using recyclable materials. The approach provided an immersive and engaging educational experience for the participants since it would be possible for the students to take part in National Museum Week through the Pop-Up Museum at the Aniz Domingos Historical Museum in União da Vitória-PR. Before that, we organized a presentation for the school community at a civic session held on March 23, 2022. The students presented the model and explained the phases of the project and its historical context, highlighting the objectives and challenges faced. The presentation allowed the whole school community to understand the importance of the project and the interpretation of the past through the monuments. Students and educators could ask questions and interact, creating an atmosphere of knowledge exchange. The positive feedback and support from the school community were vital in motivating the students even more in the final preparation stage for the Aniz Domingos Historical Museum event.

After building the replica, the students went on a field trip to visit the Monument to Captain Ricardo João Kirk in Porto União-SC. Historian Aluízio Witiuk mediated the visit from the University of Contestado - UNC. He gave the students different perspectives and deepened their knowledge of the history of the Contestado War and that historical figure. This moment enriched the educational experience, uniting theory and practice and allowing the students to
understand the value and meaning of the idea of teachable monuments. Figure 5

During the 20th National Museum Week, the students displayed the replica of the Morane Saulnier airplane at the exhibition and workshop called Captain Kirk’s Flying Machine. The students recounted their experiences building the replica and producing historical knowledge on this occasion. At the end of the exhibition, the students assembled a paper aerodynamic aircraft as part of their activities at the museum—figures 3-5.

Figure 3. União Railway Station, visit to the historical collection, 20th National Museum Week,
Before the exhibition, the students visited historical sites in União da Vitória, including Praça Coronel Amazonas and Estação União. The invitation came from Professor Dr. Vitor Marcos Gregório from the Federal Institute of Paraná and the municipality's Historical Collection coordinator. During this visit,
the students had access to valuable documents, such as books from the 19th century and the graduation diploma of the renowned engineer Teixeira Soares. Interacting with the community to value their memories and mobilize them to understand the past is essential. Based on these actions, we consider the idea of reverse monumentalization. In other words, we are referring to monumentalization that does not originate from public authorities but from the initiative of different entities in society.

In partnership with the Caçador City Hall and the Thomaz Padilha School, we petitioned to construct a monument in honor of the 100th anniversary of the District of Taquara Verde, Caçador-SC, which the Contestado War covered. It was essential to consider the teaching-learning process, in which the students engaged in designing a square in front of the school and actively participated in the ceremonial public presentation of the project. Its construction highlights the importance of teaching history and the potential of collective projects in public history. Figure 6.

Figure 6. Monumentalization project presented to the Mayor of Caçador, Mr. Alencar Mendes

To conclude this topic, we present feedback from the students to evaluate the idea of the Captain Kirk Memorial as a source for teaching history. Regarding the experiences resulting from the field trip to the Historical Archives of União da Vitória and the Aniz Domingos Historical Museum, we can see the importance of
educational experiences in public spaces, providing opportunities for learning, public curation, and interactions with monuments and historical sources:

Gabriel Bruno. It was interesting, as we learned some objects from Contestado and gained knowledge on the subject.
Nadiélle Ribeiro da Silva. The trip to União da Vitória was a nice experience. In addition to getting out of the classroom environment, we were able to look at an archive that belonged to Teixeira Soares, a Brazilian railway engineer. Then we went to the museum to present the replica of Captain Kirk.
Kauane Ferreira. Well, I thought it was great to learn more about the history of Kirk and the museum.
Erick Kauã Wolff. Enjoyed it, learned a lot of things I did not know, saw the model that the third year had made, which was cool, and took photos.

The relevance of active methodologies and using varied spaces, not limited to the conventional classroom, is fundamental to transforming monuments into powerful teaching resources. The idea of teachable monuments stimulates students’ interest in immersing themselves in local history, generating knowledge, and putting it into practice in a pedagogical way:

Natielle Ribeiro. Yes, learning inside and outside the classroom is stimulating, but the story becomes even more enjoyable than learning exclusively inside the classroom when you leave it to explore new scenarios.
Ana Paula Casemiro Guimarães. The students are interested because the teaching is done outside the school, where we can acquire more knowledge about the subject.
Gabriel Bruno. It is something unexpected, so it is enjoyable and less stressful.
Evelyn Mendes. Turning a cardboard box into an airplane was challenging. We found it difficult to get the color tone right and make the propeller, but we completed our work with effort and dedication.
Anielly Castanheiro. The work influenced the students to delve deeper into the history of Taquara Verde.

In short, collaborative, and interdisciplinary attitudes help to build historical awareness and share authority by valuing the student's experiences and the community's place and role in the public heritage debate.
5 PROVISIONAL CONCLUSIONS

It is relevant to discuss the interactions and learning related to the captain Kirk monument, a controversial topic linked to patriotic sentiment and public memory. It evokes the complexity of a bloody conflict with thousands of dead and diffuse discourses and interpretations. On the other hand, through historical mediation and formal and non-formal education, the monument awakens diverse links, inviting everyone to connect with the past, to reflect on the links between personal memory, the victorious memory of the Brazilian army, and the memory of the backlands (caboclo-sertanejo) killed in the Contestado War. The idea of teachable monuments as teaching-learning tools made us consider them a consistent pedagogical resource. Thus, considering the results of these initiatives, we propose regular group research activities to organize guided tours and historical re-enactments related to the monuments of the Contestado War (Bolincenha & Kobelinski, 2023). From this perspective, it is feasible to create various educational materials on the subject, intended for exhibitions and public dissemination, like the Pop-Up Museum protocol, considering the narratives that emerge from the community. In this study, shared and interconnected knowledge about the narratives of the past was strengthened, fostering students' reflection, engagement, and protagonism on sensitive historical issues. The proposed practices encouraged a renewed vision for the future based on practical and assertive measures.

The outcomes of this research hold significant implications for society, as they open avenues for interpreting public memories in monumentalization, representing historical narratives in public spaces, and establishing crucial links between teaching, research, and university extension. From an academic standpoint, these findings can potentially enrich disciplines such as public history and history teaching, offering fresh perspectives on using non-formal learning spaces and the significance of pedagogical and exhibition practices, particularly those associated with Heritage Education.

Likewise, it is important to note that this research has certain limitations in terms of its geographical and demographic scope, as well as the interpretations...
collected, which primarily reflect the perspectives of specific communities to the detriment of the wider Contestado region. For instance, the complexity of public memory and historical narratives, which encompass individual, social, and collective memory, may be partially captured in a single study. Therefore, as future research recommendations, expanding the study area to include a wider variety of interpretations and experiences is proposed. Adopting interdisciplinary methodologies could foster a deeper understanding of the dynamics between public memory, monuments, and cultural identity. Additionally, investigating the effectiveness of different pedagogical and exhibition approaches in non-formal spaces could offer valuable insights for improving educational practices in public history so that it is done for and with the community.
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