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A Letter to Our Teachers

Dear Teachers,

This workbook, designed by the staff of the Columbus Museum, is designed to assist middle school and high school educators with implementing art and art history into their classrooms and curriculum. The set of activities from this workbook deals with identities throughout American military history. As such, the activities in this workbook are highly interdisciplinary and deal with identities relating to race, gender, and sexuality. While a great deal of the activities in this workbook directly reference particular events and histories, the following activities have been designed with your classes in mind. That is, the activities have been designed in such a way that a variety of classes can utilize them in several capacities, without fear of failing to attend to the Georgia Performance Standards or Common Core.

Additionally, this workbook is segmented into sections specifically designed for all secondary education environments. As teachers in your own classroom, you should note that some activities within other sections might prove more useful or challenging to your students. Even though this workbook has been segmented, it is the teacher's discretion as to which activities would fit best for her/his classroom and students. However, if you have any questions about how best to implement an activity or how to spur a dialogue between students, please feel free to contact the Education Department of the Columbus Museum directly.

Finally, the Columbus Museum and its staff would like to thank our teachers who seek to utilize these materials in the classroom, as we find that object based learning, art, and history can be a quite useful topic for facilitating education in a variety of disciplines. Again, please feel free to schedule a visit to the Columbus Museum for yourself or your class at any point in which you may hope to integrate pieces from our collection into your curriculum. We look forward to seeing you and/or your classes in the very near future!

Sincerely,
The Education Department
The Columbus Museum

Activity Sheet Breakdown

Overview

This subsection allows the instructor to find out basic information and goals for the proceeding activity, so as to determine how applicable it might be to the material currently being covered in their classes. Additionally, the overview section also describes how the activity might be able to assist students with other aspects of their education.

Suggestions for Implementation

This subsection assists the instructor with implementing the proceeding activity in their classroom and describes how the activities might best be used in terms of both how the instructor teaches it and how the students engage with it.

Additionally, smaller portions of this subsection also describe the activities in brief detail, which allows the instructor to determine whether it engages a portion of their educational material in a pertinent and meaningful way.

Extend the Activity

The final subsection of the coversheet for each activity describes what resources the Columbus Museum possesses to strengthen the aims of the activity. Furthermore, it also mentions what teacher-friendly resources are available to assist instructors with covering the material in their classrooms.

Secondary Education: Middle School and High School

Overview

The proceeding portions of this workbook are designed specifically for secondary education for both middle school and high school students. Instructors should also consider utilizing other portions of this workbook that have activities specifically designed for middle school and high school students respectfully, though the proceeding activities are designed for implementation in either of those settings.

Questions about the Activities

If you have any follow-up questions about the activities provided in this workbook or how they might best be implemented in your classroom, please do not hesitate to contact the Education Department at the Columbus Museum. This may be done by calling (706)-748-2562, emailing edu@columbusmuseum.com, or scheduling a visit to the museum itself.

American Exceptionalism at the Turn of the 20th Century

Objective and Outcomes: This set of activities is designed to assist students with American history, as well as their abilities to discuss topics regarding social justice and to analyze the validity of history as it is given to them. It will introduce them to the concept of American exceptionalism, while also allowing them to see how this concept has entered into recent debates about educational curriculum. The aim of this activity is to assist with these topics through group discussion and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the validity of history as it is presented to them.

Grade Level: Middle School and/or High School

Time: One class period (though this can be adjusted to fit the need of the instructor)

Materials: Self-contained within this packet

Subjects Covered: This activity is ideal for a class who will be discussing any topics relating to American history, political cartoons, military history, foreign policy, and issues of racism in late 19th and early 20th century America.

Activity Outline: The central portion of this activity provides a well-cited and often discussed political cartoon but primarily focuses on debating the idea of American exceptionalism in relation to the stated time period. The following activity asks students to discuss the importance of political cartoons and their implications.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students' engagement with the topic at hand. The writing activity will assist students' ability to research and think critically about inferring things from an historical object. Thus, this activity is intended to challenge students' abilities to think critically about information presented to them, while also challenging them to formulate and to defend their own opinions.

Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the Museum can be consulted about any changes that the exhibitions might have recently undergone. Again, the Columbus Museum would be more than willing to assist with measures to help extend the activities provided below.

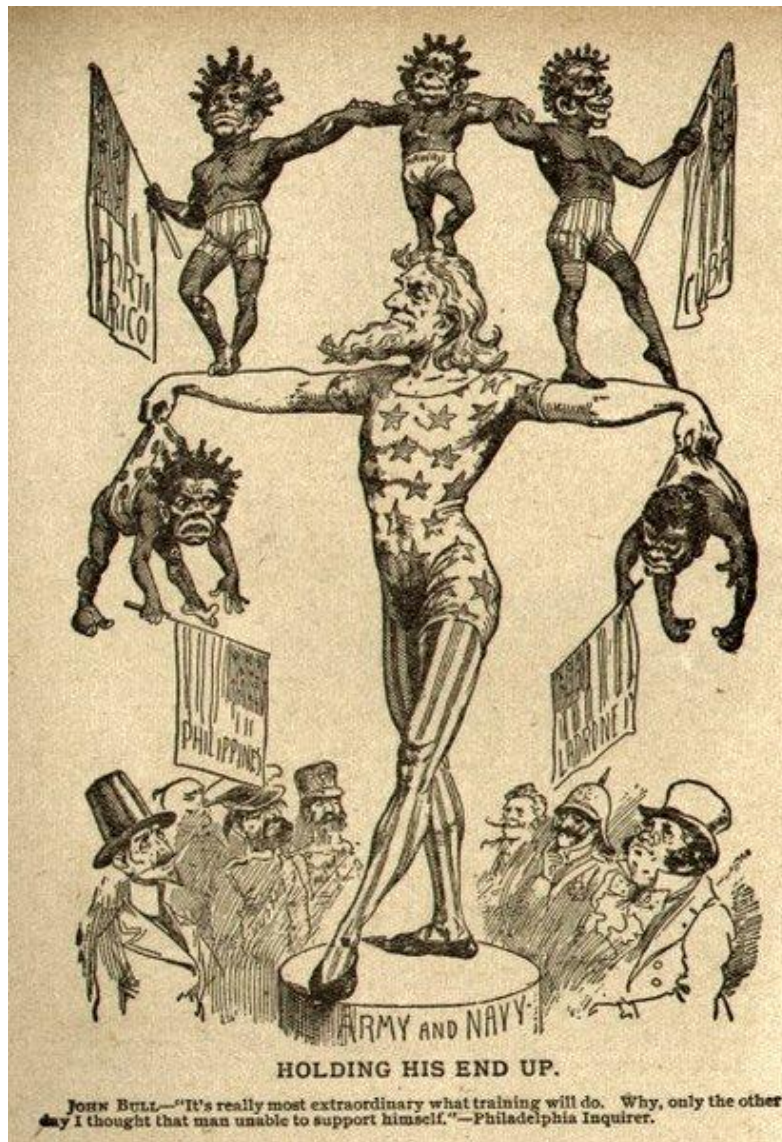
GPS and Common Core: SS8H7, SS8H12, SSCG4, SSCG5, SSCG7, SSCG11, SSCG15, SSCG20, SSSocC1, SSSocC2, SSSocC3, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH13, SSUSH14, SSWH15

ELACC6-12W1, ELACC6-12W2, ELACC6-12W4, ELACC6-12W5, ELACC6-12W6, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3, ELACC6-12L4, ELACC6-12L6, ELACC6-12RH1, ELACC6-12RH2, ELACC6-12RH3, ELACC6-12RH4, ELACC6-12WHST1, ELACC6-12WHST4, ELACC6-12WHST7, ELACC6-12WHST8, ELACC6-12WHST9

Pre-Visit Class Activity

Background: The term, ‘American exceptionalism,’ is often used to describe the notion that America is overwhelmingly special or exceptional for a variety of reasons. Many historians have also argued that this conception of America has directly influenced the opinions of some of our government officials’ foreign policy decisions.

Directions: The political cartoon reprinted below is from the turn of the 20th century (i.e. around the time of the Spanish-American War and the annexation of the Philippines). Using this cartoon, take notes on what you notice in this graphic. For instance, what stands out and how are the figures represented in relation to one another? How do you think this relates this concept of American exceptionalism? In what ways is race imagined, and how does the notion of racial superiority function here? And why might political cartoons, which were often widely circulated in newspapers, of importance? After taking your notes, break into small groups to discuss and compare your ideas.



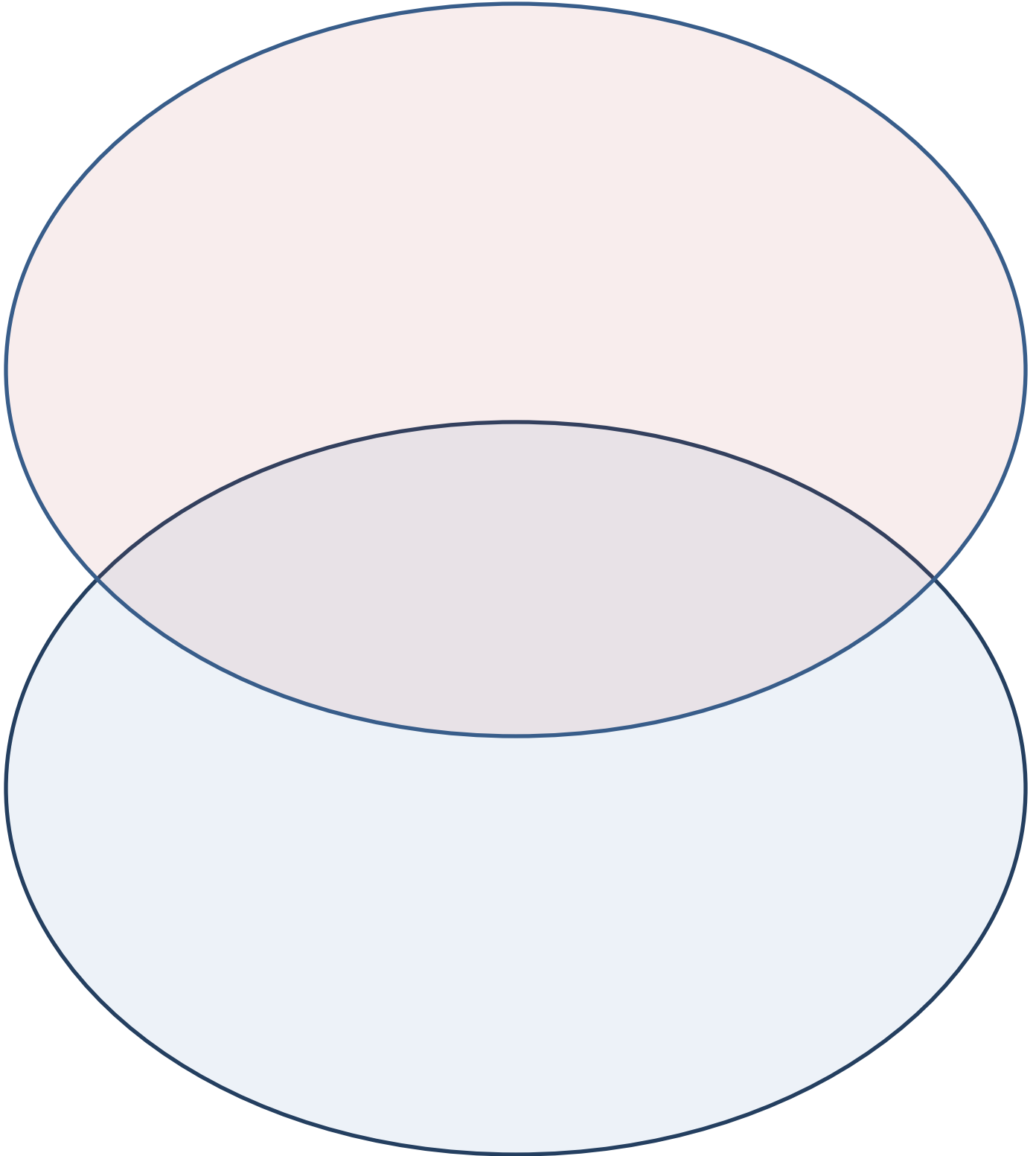
Title: "Holding His End Up" by Fred Morgan

Date: August, 9, 1898

Credit Line: From the *Philadelphia Inquirer*; Historical Society of Pennsylvania—J. Hampton Moore Papers

Pre-Visit Writing Activity 2

Directions: Complete the following Venn diagram to compare the benefits and the drawbacks to emphasizing American exceptionalism. Be sure to consider what impact this has on foreign policy decision making, our society's culture, and some of the sentiments expressed in early political cartoons, such as the one shown in class.



Pre-Visit Writing Activity 3

Directions: As you remember from the CNN opinion piece, some politicians are in favor of almost exclusively teaching the benefits of American exceptionalism and downplaying some of America's more controversial foreign policy decisions; however, others feel as though we should teach history in the most accurate manner possible, even if it is sometimes unpleasant in hindsight.

Using at least three outside news articles or broadcasts from different sources, write a short essay relating to the controversy surrounding amending history class requirements and content in the middle and/or high school classroom. Be sure to take a side on the issue, while also discussing the opposing view as well. Why do you hold your view on the issue, and what are its benefits? How do you think this will impact the future of education?

Women and War: Gender Roles over Time

Objective and Outcomes: This set of activities is designed to assist students with American history, as well as their understanding of the role of women in the United States military. Additionally, these activities have the potential to allow them to engage with gender roles in the military from World War II to present day. The aim of this activity is to assist with these topics through group discussion and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the validity of history as it is presented to them.

Grade Level: Middle School and/or High School

Time: One class period (though this can be adjusted to fit the need of the instructor)

Materials: Self-contained within this packet

Subjects Covered: This activity is ideal for a class who will be discussing any topics relating to women's history, World War II, military history, or current topics dealing gender and the American military, although the activity can be adjusted to fit a variety of other classes and topics.

Activity Outline: The central portion of this activity utilizes a short film created by the U.S. War Department, while also asking students to consider what they have viewed and what impact such a film might have had on people's opinions of women in the military. The following activity asks students to discuss the importance of this particular film and its potential impact.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students' engagement with the topic at hand. The writing activity will assist students' ability to research and think critically about inferring things from a timeline of women in the military and other sources. Thus, this activity is intended to challenge students' abilities to think critically about information presented to them, while also challenging them to organize their thoughts with graphics and outlines.

Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the Museum can be consulted about any changes that the exhibitions might have recently undergone. Again, the Columbus Museum would be more than willing to assist with measures to help extend the activities provided below.

GPS and Common Core: SS8H9, SS8H10, SS8H12, SSCG4, SSCG5, SSCG7, SSCG12, SSCG15, SSCG20, SSSocC1, SSSocC2, SSSocC3, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH19, SSUSH20, SSUSH22, SSUSH23, SSUSH25, SSWH18, SSWH20

ELACC6-12W1, ELACC6-12W2, ELACC6-12W4, ELACC6-12W5, ELACC6-12W6, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3, ELACC6-12L4, ELACC6-12L6, ELACC6-12RH1, ELACC6-12RH2, ELACC6-12RH3, ELACC6-12RH4, ELACC6-12WHST1, ELACC6-12WHST2, ELACC6-12WHST3, ELACC6-12WHST4, ELACC6-12WHST5, ELACC6-12WHST7, ELACC6-12WHST8, ELACC6-12WHST9

Pre-Visit Class Activity

Background: Though we often think that women have not played a part in American military history, the opposite is actually true. Women supported troops in stereotypical gender roles (i.e. nurses, cooks, etc.) during the Revolutionary War and some even formed into units during the Civil War.² The notion that women should be excluded from serving in combat positions continued into World War I. Some of these ideas would begin to change with the outbreak of World War II and the creation of the Women's Army Auxiliary Corps (WAAC) in 1942.

Directions: Watch the War Department film, *It's Your War, Too*, while taking notes.³ Be sure to consider the film's audience, what purpose(s) it serves, and how it deals with speaking about gender roles to both men *and* women.

Additionally, use the film guide worksheet to guide you through viewing the film; be prepared to discuss your thoughts afterwards.

- 1) What were some of the jobs for women that are described in the film?

- 2) General Eisenhower said that, "In many jobs WACs do the work of _____ men."

- 3) Why might they have said, "it's your war, too, Miss and Mrs. America?"

- 4) What are some of the rumors about military women that are discussed/debunked in the film?

² For more information on women in the Civil War, please refer to the activity, "Women in the Battlefields of the Civil War," in the *Troublemakers & Trailblazers* workbook provided by the Columbus Museum; additionally, please note that it has been reprinted in this workbook as well.

³ <https://www.youtube.com/watch?v=QGp93ijzok4>

5) Were you surprised to see that women also worked as machinists and mechanics? Why or why not?

6) True or False (circle one): Thousands of women also volunteered for overseas duty as well.

7) How does the general at the end of the film discuss gender and the job performance of women? Why might this be significant?

Pre-Visit Class Activity, cont.

Instructors, you will find the key that correspond to the previous pre-visit class activity here:

- 1) X-ray technicians, meat inspectors, teachers, classification experts, interviewers, motor transport, electronics testers, and 239 more positions
- 2) 2
- 3) It emphasizes the importance of all persons throughout the war effort, while also inspiring patriotism for those who watched the film. Furthermore, coining it as 'your war too,' creates a sense of ownership to the cause, which was intended to spur women's desire to help with the war effort.
- 4) Some of the rumors included the following: no stockings, no makeup, the same hairstyle, and all work with no fun.
- 5) The response to this is opinion based, though one would expect that students hold some level of surprise in learning that women did not simply take on clerical positions during the war.
- 6) True
- 7) He says that their performance is just as good or better than their male counterparts. Also, this is significant because many people still held sexist views that women were inferior to men; it is quite important to see that he has described women as just as good if not better, because this was the first war that involved this many women from the United States.

Pre-visit Writing Activity 1

Directions: Please visit the link provided and read the section, “A New Era,” which discusses the role of women in the American military since World War II.⁴

Using the table below, fill in the appropriate information and be prepared to discuss your notes in a small group once you return to class. Please note that some of the information has already been provided, so as to help you get started.

Period Name	Time Frame (in years)	Major Developments and Why They Mattered
Post-World War II		--August 1945: Enlistments in WAC closed.
	1950-1953	
		--March 1956: Using ‘Army green’ uniforms for women is approved.
Vietnam War		--November 1967: L.B.J. signs law that removes promotion restrictions for women officers.
	mid 1970s to early 1980s	

⁴ <http://www.army.mil/women/history/newera.html>

Pre-Visit Writing Activity 2

Directions: Using at least 5 news or history sources, locate information on the role of gender in the modern Armed Forces. You may want to consider some of the following topics: what types of jobs do women often hold in the military, what is the status of the debate about women serving on the front lines, how has the military expanded its view on gender diversity (i.e. allowing transgender persons to serve openly), etc.

Afterwards, prepare an annotated bibliography of your sources. An example, which is formatted in MLA style, is provided below.

Brydum, Sunnivie. "Trans Americans Twice As Likely to Serve in Military, Study Reveals." *The Advocate*. Here Media, Inc., 1 August 2013. Web. 31 July 2015.

UCLA's Williams Institute recently conducted a study that found that transgender persons are roughly twice as likely to serve in the military than their non-trans or cisgender counterparts. The survey shows that 20% of transgender individuals have served in the military, while only 10% of cisgender people have done so. This study also looks into the discrimination against transgender persons in the United States military. Of the veterans surveyed, over one-third of them said they have lost a job because of being trans, while over one-half have reported that they have missed out on other job opportunities because of their gender identification and expression. This article also contains a link to a 2008 study of nearly 6,500 transgender persons across the country.

Pre-visit Writing Activity 3

Directions: Using your annotated bibliography from the previous assignment, construct an outline for a potential essay that deals with your selected topic. A sample outline format has been provided; however, you should formulate one that works well for your topic.

Afterwards, be prepared to give a short 2 to 3 minute presentation on your topic and outline in class, while also explaining why you chose your topic and why it matters.

Sample Outline Format

Title: _____

- I. Introduction
 - a. Key Points and Thesis
- II. Body
 - a. Key Point #1
 - i. Auxiliary Point #1
 - b. Key Point #2
 - i. Auxiliary Point #1
 - c. Key Point #3
 - i. Auxiliary Point #1
- III. Conclusion
 - a. Key Points and Closing Remarks

Women in the Battlefields of the Civil War

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as information regarding the role of women and other subjugated groups in the U.S. military. The aim of this activity is to assist with these topics through a structured class activity and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the important role of these groups in the military during the Civil War and beyond.

Grade Level: Middle School and/or High School

Time: One class period (though this can be adjusted to fit the need of the instructor)

Materials: Self-contained within this packet

Subjects Covered: This activity is ideal for a class who will be discussing any topics relating to local history, American history, issues of sexism, and military history, although the activity can be adjusted to fit a variety of other classes and topics.

Activity Outline: The central portion of this activity provides an image on loan to the Columbus Museum but primarily focuses on understanding the contributions of women to American history during that time period. The following activity asks students to discuss the importance of this particular object.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students' engagement with the topic at hand. The writing activity will assist students' ability to research and think critically about inferring things from an historical object. Thus, this activity is intended to challenge students' abilities to think critically about information presented to them.

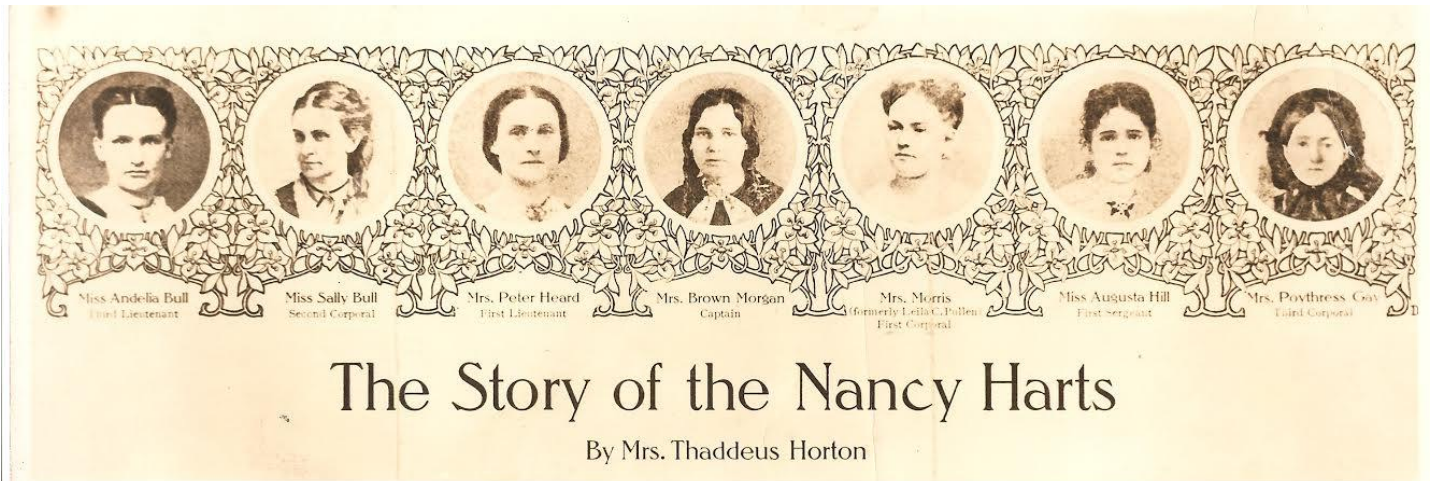
Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the museum can be consulted about any changes that the exhibitions might have recently undergone. Again, the Columbus Museum would be more than willing to assist with measures to help extend the activities provided below.

GPS and Common Core: SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SS8H3, SS8H6, SSUSH9, SSUSH15, SSUSH16, SSUSH20, SSUSH22, SSUSH24

ELACC6-12W1, ELACC6-12W2, ELACC6-12W4, ELACC6-12W5, ELACC6-12W6, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3, ELACC6-12L4, ELACC6-12L6, ELACC6-12RH1, ELACC6-12RH2, ELACC6-12RH3, ELACC6-12RH4, ELACC6-12WHST1, ELACC6-12WHST2, ELACC6-12WHST4, ELACC6-12WHST5, ELACC6-12WHST6, ELACC6-12WHST7, ELACC6-12WHST8, ELACC6-12WHST9, ELACC6-12WHST10

Pre-Visit Class Activity

Background: The following image depicts the leaders of the 'Nancy Harts,' a female militia group from the Confederacy. Although they were not the only all-female militia during the Civil War, they were one of the only such groups who both trained throughout the war and engaged with enemy forces. During the siege of Columbus in 1865, the Nancy Harts marched to negotiate the peaceful surrender of the town of LaGrange, Georgia.



Title: Nancy Harts Image

Credit Line: Courtesy of the Troup County Archives

Directions: Before beginning a class discussion on the role of women in the Civil War and future military endeavors, use the link below to watch a short video that introduces this topic. Additionally, complete the activity on the next page of this handout.⁵

Afterwards, break into small groups to research the role of women in the Civil War and future military endeavors. You may want to begin with the link provided; however, you should also consider both what has changed about the ways in which women are treated, while also speaking about what has stayed the same.⁶

After completing this worksheet and your group discussions, report what you learned about the role of women in the Civil War, while also considering the role of other subjugated groups in the U.S. military. For instance, you may want to consider the ways in which the U.S. military treated some of the following groups: African Americans, gay and lesbians, etc.

⁵ <http://www.smithsonianmag.com/videos/category/smithsonian-channel/the-secret-lives-of-civil-war-soldiers/>

⁶ <http://www.smithsonianmag.com/history/the-women-who-fought-in-the-civil-war-1402680/?no-ist>

Pre-Visit Class Activity, cont.

Directions: While watching the short video, complete the following activity and return it to your instructor.

- 1) Children often served as drummer boys during the Civil War. In this role, they accompanied the general into battle and used the beat of their drums to signal _____ to the troops.
- 2) According to the short film, over _____ women, disguised as men, served during the Civil War.
- 3) Historians tend to agree / disagree (circle one) about the reasons why women might have enlisted to fight during the Civil War.
- 4) While also treating thousands of soldiers, the Civil War nurse forged the way for women wishing to serve in the field of _____.
- 5) How do you think the presence of women in the Civil War battlefields might have changed their role in either the military or society?

Pre-Visit Class Activity, cont.

Instructors, you will find the key that correspond to the previous pre-visit writing activity here:

- 1) commands or troop movements
- 2) 250
- 3) agree
- 4) medicine
- 5) open-ended answer based on student's opinions/thoughts

Pre-Visit Writing Activity 2

Directions: Using your new knowledge about women in the Civil War, write a short essay comparing and contrasting either the experiences of discrimination of African Americans or gay and lesbian service members with that of women in the U.S. military.

(Note: If you choose to research the former, you may wish to look up War Plan White, which was a contingency plan that the U.S. drafted to ‘protect’ the nation from social upheaval when African Americans returned home after World War I. If you choose to research the latter, you may wish to look up the 1957 Crittenden Report about gay and lesbian service members in the U.S. Department of Defense.)

Secondary Education: High School

Overview

The proceeding portions of this workbook are designed specifically for secondary education with a focus on high school students. While instructors might find some of these activities might be used in a middle school setting, it is recommended that they first consult the portion of this workbook, which has activities for all secondary students.

Questions about the Activities

If you have any follow-up questions about the activities provided in this workbook or how they might best be implemented in your classroom, please do not hesitate to contact the Education Department at the Columbus Museum. This may be done by calling (706)-748-2562, emailing edu@columbusmuseum.com, or scheduling a visit to the museum itself.

Additional Notes

The last activity in this portion is a reprint from the Columbus Museum's Permanent Collection Workbook, which is also available from the Education Department at the Columbus Museum.

The African American Experience in World War I and II

Objective and Outcomes: This set of activities is designed to assist students with American history, as well as their abilities to discuss topics regarding social justice and to understand the role of race during World War I. It will introduce them to a poem by Wilfred Owen (a British soldier during the war), while also asking them to research the role of African Americans during the war. The aim of this activity is to assist with these topics through group discussion and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the ways in which black persons were treated during this time period.

Grade Level: High School

Time: One class period (though this can be adjusted to fit the need of the instructor)

Materials: Self-contained within this packet

Subjects Covered: This activity is ideal for a class who will be discussing any topics relating to World War I, military history, African American history, poetry/literature, and social justice issues in general.

Activity Outline: The central portion of this activity provides an often-read poem, “Dulce Et Decorum Est,” by Wilfred Owen. After reading said poem, the following activity asks students to discuss the what it means for patriotism, while particularly considering what this might mean for soldiers of color.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students’ engagement with the topic at hand. The writing activity will assist students’ ability to research and think critically about inferring things from a period piece, such as this poem. Thus, this activity is intended to challenge students’ abilities to think critically about information presented to them, while also challenging them to consider other information relating to the historical experiences of other persons.

Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the Museum can be consulted about any changes that the exhibitions might have recently undergone. Again, the Columbus Museum would be more than willing to assist with measures to help extend the activities provided below.

GPS and Common Core: ELABLRL1, ELABLRL2, ELABLRL3, ELABLRC2, ELABLRC3, ELABLRC4, SSCG3, SSCG4, SSCG5, SSCG6, SSCG12, SSCG15, SSCG20, SSSocC1, SSSocC2, SSSocC3, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH15, SSUSH16, SSUSH19, SSUSH21, SSUSH25, SSWH16, SSWH17, SSWH18, SSWH20

ELACC6-12W1, ELACC6-12W2, ELACC6-12W4, ELACC6-12W5, ELACC6-12W6, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3, ELACC6-12L4, ELACC6-12L6, ELACC6-12RH1, ELACC6-12RH2, ELACC6-12RH3, ELACC6-12RH4, ELACC6-12WHST1, ELACC6-12WHST2, ELACC6-12WHST3, ELACC6-12WHST4, ELACC6-12WHST5, ELACC6-12WHST7, ELACC6-12WHST8, ELACC6-12WHST9

Pre-Visit Class Activity

Background: The Latin phrase, “Dulce et decorum est pro patria mori,” translates to the following: “It is an honor to die for one’s country.” This is how a famous World War I poet, Wilfred Owen, from Britain ends the poem that has been reproduced below.

Directions: While remembering that World War I was characterized by the use of gas attacks and other horrors known to be associated with ‘trench warfare,’ read the provided poem. Afterwards, discuss what this poem means and consider the experience of warfare during the Great War. Additionally, discuss what this poem might have meant to African Americans, who served in segregated units until 1948 and lacked numerous civil rights at home.

“Dulce Et Decorum Est” by Wilfred Owen, 1917⁷

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound’ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil’s sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,—
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
Pro patria mori.

⁷ For more information on Wilfred Owen, his literary estate, and/or his biographical material, please visit the following website:
<http://www.oucs.ox.ac.uk/ww1lit/collections/owen>.

Pre-visit Writing Activity 1

Directions: After dividing into small groups of at least four groups, each group will look up the privileges (or lack thereof) for certain groups serving in the military during World War I and throughout World War II. The identities to be researched include the following: black men, women, and gay/lesbian persons.

Each group should look into the ways in which people in the aforementioned groups were treated by the military (i.e. were they allowed to service, did they receive pensions/benefits, what jobs did they often do, how were they treated, what was life like after they were discharged). For some groups, you will find a great deal of information, while you may find very little for others.

If you look at the table below, some information and resources have been provided to you. Afterwards, write a short paragraph or two of your findings to share with your group.

Identity	Potential Resources
General Resources	http://www.ssa.gov/pubs/EN-05-10157.pdf http://www.benefits.va.gov/persona/veteran-world_war_II.asp
Black Men	http://www.army.mil/africanamericans/timeline.html http://memory.loc.gov/ammem/aahtml/exhibit/aopart7.html http://www.archives.gov/research/african-americans/ww2-pictures/
Women	http://www.army.mil/women/ http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/women-in-ww2.html
Gay and Lesbian Persons	http://www.huffingtonpost.com/news/gays-and-lesbians-in-the-military/ http://www.defense.gov/home/features/2015/0615_pride/ <i>Allan Berube's Coming Out Under Fire: The History of Gay Men and Women in World War Two</i>

Pre-Visit Writing Activity 2

Directions: After reading the information provided by your group members, select two identities to compare and contrast. Using the information that they provided to your group and information from the links above, write a short essay comparing and contrasting two of the identity categories from the previous exercise. Be sure to cite any relevant information and sources that you utilize.

Additionally, consider what a soldier's experience with the military might look like if they fall into more than one of the categories from the previous exercise (i.e. they are a minority in terms of race, gender, and/or sexuality). What might have been the resulting experience for such a person between World War I and World War II?

Pre-visit Writing Activity 3

Directions: Read the following article by Henry Louis Gates, Jr. and answer the corresponding questions.⁸ Additionally, be sure to take notes on the article itself and be prepared to have an in class discussion about its presentation of the African American experience throughout World War II.

- 1) Roughly _____ black men fought for America during the Revolutionary War.
- 2) Re-read the Frederick Douglass quote in the first paragraph and briefly explain what he argues for and how he does so.

- 3) Even though slavery had been abolished and three Reconstruction Amendments had been put into place following the Civil War, African Americans still faced the horrors of _____ segregation.
- 4) _____ threatened President Franklin D. Roosevelt with a march on Washington in the early 1940s in an effort to end segregation and discrimination against black persons.
- 5) Briefly explain what the ‘Double V Campaign’ was and what it hoped to accomplish.

- 6) Over _____ million African Americans registered for the draft at the start of World War II, while roughly 1 million served.
- 7) FDR’s _____ created the Fair Employment Practices Committee that was intended to oversee a rule banning racial discrimination in the defense forces and government.
- 8) What was something interesting that you learned relating to the history of the ‘Double V Campaign?’

⁸ <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-was-black-americas-double-war/>

9) President _____ issued Executive Order 9981, which formally ended segregation in the Armed Forces.

10) What does the author argue in his final paragraph? Do you agree or disagree?

Pre-Visit Writing Activity 3, cont.

Instructors, you will find the key that correspond to the previous pre-visit writing activity here:

- 1) 5,000
- 2) He argues for freedoms and civil rights/liberties because they have been dedicated to this country and its values.
- 3) Jim Crow
- 4) A. Philip Randolph
- 5) It was a black media campaign to persuade readers to give all they could in the war effort and to call for the government to provide equal rights to African Americans at home.
- 6) 2.5
- 7) Executive Order 8802
- 8) The answer to this question is opinion based.
- 9) Harry Truman
- 10) He argues that the number of African Americans who have served in the military and that the Double V Campaign during World War II helped lay the groundwork for the Civil Rights Movement of the 1960s.

Gay and Lesbian Soldiers: Past and Present

Objective and Outcomes: This set of activities is designed to assist students with American history, as well as their abilities to discuss topics regarding social justice and to understand the role of sexuality throughout American military history. It will introduce them to the press release announcing “Don’t Ask, Don’t Tell,” the policy that President Bill Clinton signed into law regarding the service of gay and lesbian military personnel. The aim of this activity is to assist with these topics through individual note taking followed by a group discussion about the reading and audio news report following the repeal of the policy in 2011.

Grade Level: High School

Time: One class period (though this can be adjusted to fit the need of the instructor)

Materials: Self-contained within this packet

Subjects Covered: This activity is ideal for a class who will be discussing any topics relating to military history, social justice issues, sexuality and American politics, or current events.

Activity Outline: The central portion of this activity provides a press release from the Clinton White House. After reading this, students will listen to a NPR report following the passage of the “Don’t Ask, Don’t Tell” Repeal Act from 2011. The following activity asks students to discuss what it means for military service, while also introducing them to a broader history of LGBT service in the Armed Forces.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students’ engagement with the topic at hand. The writing activity will assist students’ ability to research and think critically about the history of discrimination relating to LGBT people in the United States military. Thus, this activity is intended to challenge students’ abilities to think critically about information presented to them, while also challenging them to consider numerous other historical events and scenarios relating to this topic.

Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the Museum can be consulted about any changes that the exhibitions might have recently undergone. Again, the Columbus Museum would be more than willing to assist with measures to help extend the activities provided below.

GPS and Common Core: SSCG4, SSCG5, SSCG6, SSCG7, SSCG12, SSCG15, SSCG20, SSCG21, SSCG22, SSSocC1, SSSocC2, SSSocC3, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH15, SSUSH16, SSUSH19, SSUSH20, SSUSH21, SSUSH22, SSUSH23, SSUSH24, SSUSH25, SSWH16, SSWH17, SSWH18, SSWH19, SSWH20, SSWH21

ELACC6-12W1, ELACC6-12W2, ELACC6-12W4, ELACC6-12W5, ELACC6-12W6, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3, ELACC6-12L4, ELACC6-12L6, ELACC6-12RH1, ELACC6-12RH2, ELACC6-12RH3, ELACC6-12RH4, ELACC6-12WHST1, ELACC6-12WHST2, ELACC6-12WHST3, ELACC6-12WHST4, ELACC6-12WHST5, ELACC6-12WHST7, ELACC6-12WHST8, ELACC6-12WHST9

Pre-Visit Class Activity

Background: “Don’t Ask, Don’t Tell” was a policy that disallowed gay and lesbian soldiers from openly disclosing their identities and sexuality when in the military. The punishment for doing so was a discharge. While this policy was designed by President Bill Clinton to be a compromise of sorts (i.e. because gay and lesbian people could serve so long as no one knew they were gay or lesbian); however, he stated nearly two decades later that he regretted signing the policy into law.

Directions: Follow the link provided and read the press release issued by the Clinton White House when they began to support “Don’t Ask, Don’t Tell” in 1993.⁹ While reading this press release, be sure to take notes on what evidence is given for supporting this ban, while also thinking about the more troubling aspects of banning persons from serving their country.

Afterwards, listen to the following news broadcast from NPR, which is from the day after the “Don’t Ask, Don’t Tell” Repeal Act went into place in 2011.¹⁰ When listening to this broadcast, take notes about people’s reaction to the repeal. Additionally, consider what this means for the future.

At the conclusion of the broadcast, exchange your thoughts with one another in a class discussion about allowing gay and lesbian persons to serve in the military. Please also note that your instructor may ask you to consider other events in LGBT military history as well.¹¹

⁹ <http://clinton6.nara.gov/1993/07/1993-07-19-presidents-remarks-on-changes-to-the-gay-ban.html>

¹⁰ <http://www.npr.org/2011/09/22/140710356/what-dadt-repeal-will-mean-for-service-members>

¹¹ <http://www.usni.org/news-and-features/dont-ask-dont-tell/timeline>

Pre-visit Writing Activity 1

Directions: Visit the website provided below and investigate the history of discrimination that LGBT service members have experienced throughout our Armed Forces' histories.¹² Afterwards, select one of the following policies/regulations/events to research: the Articles of War of 1916, Army Regulation 600-443, Article 125 of the Uniform Code of Military Conduct, Executive Order 10450, or Department of Defense Issues Directive 1332.14.

Using at least three resources, write a short paragraph with citations that explains the significance or importance of what you have researched. Upon your return to class, compare and exchange your notes with those of other students.

¹² <http://www.usni.org/news-and-features/dont-ask-dont-tell/timeline>

Pre-Visit Writing Activity 2, cont.

Instructors, use the following paragraphs to guide your grading of the responses to the pre-visit writing activity:

The Lavender Scare was a moment in American history where gay and lesbian persons were persecuted because of their sexuality. Following the Red Scare, the Lavender Scare presumed that gay and lesbian persons might be blackmailed by foreign agents; thus, the fear was that they might provide national security secrets to such agents or to the Russian government. There was no basis for this assumption, and studies in the following decade found this claim to be completely erroneous—sexuality did not tell you whether or not someone was trustworthy or not.

Before these studies were conducted, homophobic fervor began to sweep through Washington, D.C. The result was that President Eisenhower issued Executive Order 10450, which made the federal government's official policy one of firing or refusing to hire gay and lesbian persons. This policy stayed in place until the 1995 when President Clinton officially deemed the policy out of date. While the article mentions that people can still be fired for being LGBT, the Equal Employment Opportunity Commission has ruled in 2015 that sexuality is a protect class for which people cannot be fired or excluded from being hired.

Pre-Visit Writing Activity 3

Directions: Read the following article which reports about the Pentagon's recent debates on whether or not to allow transgender soldiers to serve in the military.¹⁴ As a reminder, a transgender person is someone who does not identify with the gender that was assigned to them at birth. During the following activity, please be respectful of the pronouns that transgender persons self-identity with.

After reading this article, prepare a short essay in which you argue for or against allowing transgender individuals to serve. Remember that you will need to provide evidence for any claims that you make; each essay should have at least four different sources.

¹⁴ <http://www.politico.com/story/2015/07/pentagon-moves-permit-transgender-military-troops-serve-openly-120041.html>