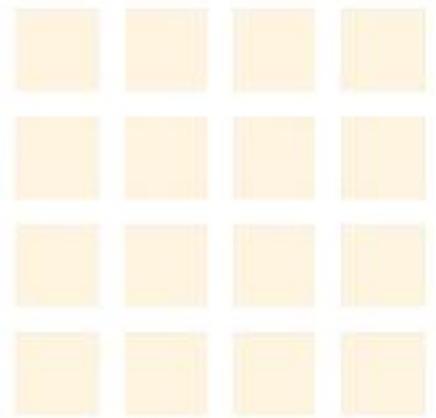


Table of Contents

A Letter to Our Teachers	2
Activity Sheet Breakdown	3
Secondary Education: Middle School and High School	4
Fighting Racism with the Press	5-10
Women’s Suffrage: Fighting Legalized Discrimination.....	11-16
Women in the Battlefields of the Civil War	17-22
A Conversation with Carson	23-27
Secondary Education: High School	28
Murdered for Invoking Social Change.....	29-34
Understanding History Through Film	35-39
Ma Rainey: Sexuality in Song	40-45

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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, art history, and history into their classrooms and curriculum. The set of activities from this workbook come from our exhibition, *Troublemakers and Trailblazers*, which features local historical pieces from Columbus and the surrounding area. While a great deal of the activities in this workbook directly reference local historical items, 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 the teachers who seek to utilize these materials in the classroom, as we find that art, art history, and history can be quite useful topics 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 the 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

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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

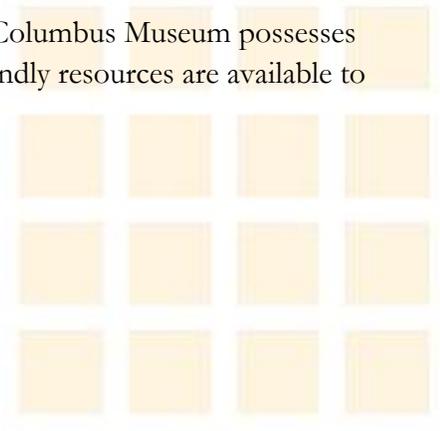
This subsection assists the instructor with implementing the proceeding activity in their classroom and describes how the activities might best be used in terms of both how the instructor teaches it and how the students engage with it.

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.

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Secondary Education: Middle School and High School

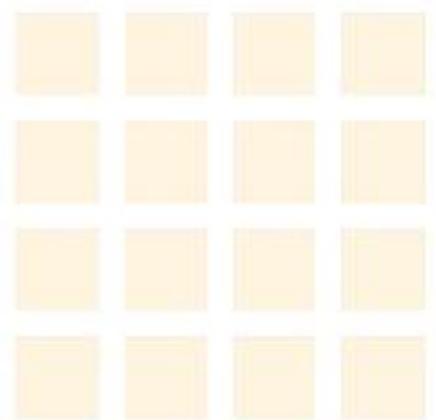
Overview

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.

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Fighting Racism with the Press

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as engaging them to think about the ways in which the media might be able to advocate for change by way of press coverage. The aim of this activity is to assist with these topics through a class activity and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the presence of hate groups in modern America and the role of media in framing current affairs and advocating for change.

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 racism, and the media, 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 a facilitated dialogue led in reference to the history represented in the object itself. 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.

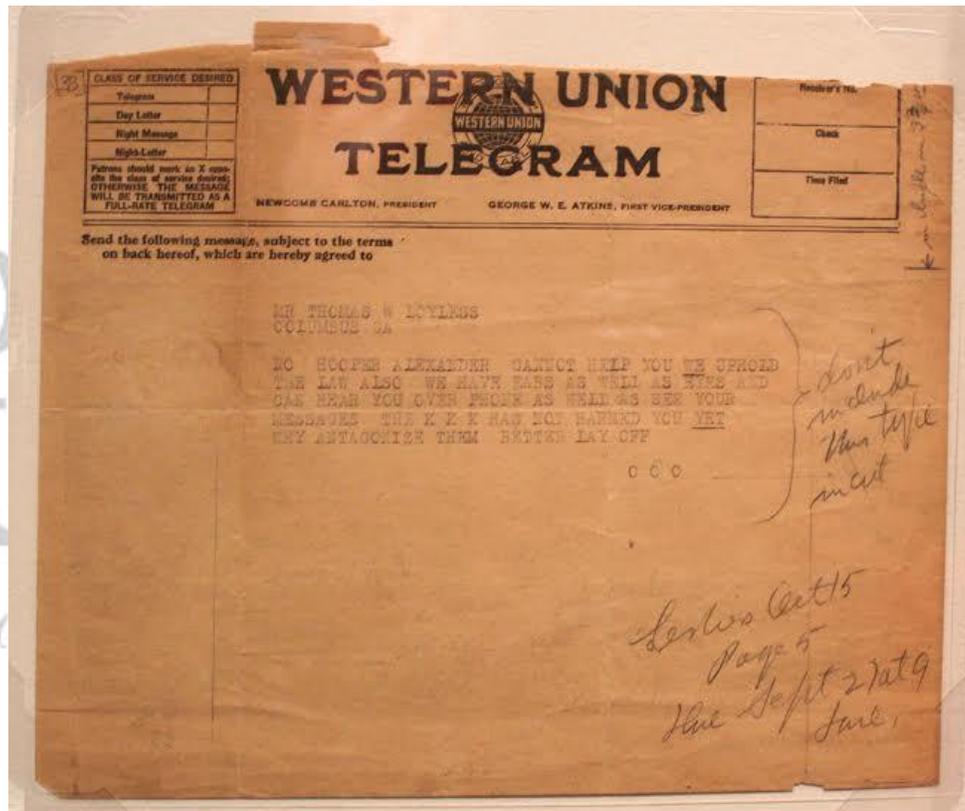
GPS and Common Core: SSCG6, SSCG21, SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SS8H7, SS8CG5, SSUSH13, SSUSH16

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 an anonymous telegraph sent to Julian and Julia Harris, who were journalists in Columbus in the 1920s. Their work at the local paper, then called the *Columbus Enquirer-Sun*, focused on writing exposés about race relations in the surrounding area and the role of the Ku Klux Klan, who were supported by the city's mayor and police chief. Though the paper lost about 20% of its subscribers under the guidance of the Julian and Julia Harris, KKK control of the city began to diminish, leading one local resident to claim that “there is no Ku Klux control of our city or county government” any longer. Thus, the change in media was able to assist in exposing the crimes of the KKK in Columbus, which helped them lose favor with the local government and community.

(Please refer to the next page for a typed version of the text in this telegram.)



Title: Threatening telegram

Dimensions: 7" by 8.5"

Credit Line: Courtesy of Manuscript, Archives, and Rare Book Library, Emory University

Directions: Break into small groups and discuss the role of the media in raising awareness about issues, based upon your new knowledge of the KKK in Columbus in the 1920s. Afterwards, report your ideas to the rest of the class.

Visit the website below and view the Southern Poverty Law Center's 'Hate Map' for Georgia.¹ Next, discuss what you notice about the distribution of hate groups in Georgia. Where are they located, and why do you think they are there? More specifically, consider where modern day KKK groups are located.

After your discussion, explore the website to examine the distribution of hate groups across the nation. Do you notice any trends? If so, what are they, and why do you think they might exist?

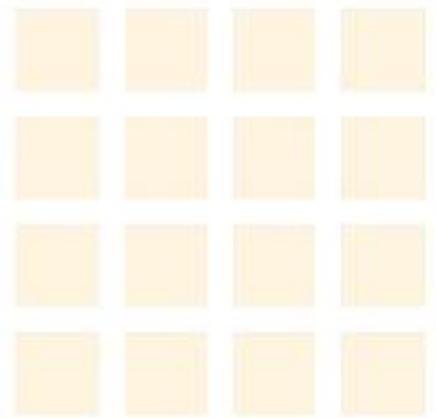
¹ <http://www.splcenter.org/get-informed/hate-map#s=GA>

Pre-Visit Class Activity, cont.

Please refer to the paragraph below, as it has been transposed from the telegram on the previous page:

“Hooper Alexander cannot help you We uphold/
the law Also we have ears as well as eyes and/
can hear you over the phone as well as see your/
messages The K.K.K. has not harmed you yet/
Why antagonize them Better lay off [sic]”

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Pre-Visit Writing Activity 1

Directions: Please complete a paragraph for the following writing prompts.

- 1) Explain how the media might be able to ‘frame’ or present an issue, such as racism in a community. How might this ‘framing’ or presentation affect the information that people obtain?

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- 2) Look at FBI statistics for hate crimes at the website listed below.² What do you notice about hate crimes reported to the FBI in 2013? How do you think this has changed over time, and why?

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² <http://www.fbi.gov/news/stories/2014/december/latest-hate-crime-statistics-report-released/latest-hate-crime-statistics-report-released>

Pre-Visit Writing Activity 2

Directions: Visit the website below and view the Southern Poverty Law Center's 'Hate Map.' Complete the following activity and return it to your instructor.³

- 1) What state has the most active hate groups, based upon the SPLC map?

Answer: _____

- 2) How many active hate groups are in the state of Georgia?

Answer: _____

- 3) In a comparison of the states around it. Georgia has more / less (circle one) active hate groups than Florida; however, Georgia has more / less (circle one) than Alabama, Tennessee, and South Carolina.

- 4) In terms of active hate groups in Georgia, what cities are known for their presence of the Ku Klux Klan? (Hint: There are 8 cities where there are active KKK chapters in the state.)

Answer: _____

- 5) What trends do you notice about active hate groups in Georgia?

Answer: _____

- 6) Click on the profile for the Ku Klux Klan. Once there, you will find an overview of this group, as well as a special glossary pertaining to KKK related documents. Why might this group have a specific language?

Answer: _____

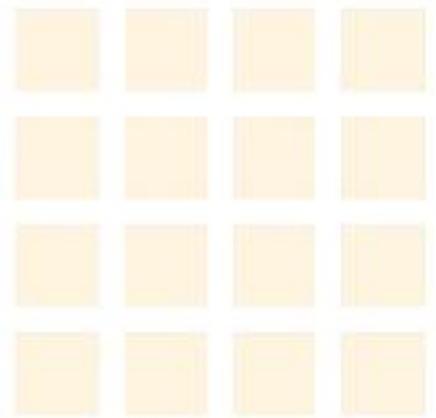
³ <http://www.splcenter.org/get-informed/hate-map>

Pre-Visit Writing Activity 2, cont.

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

- 1) California
- 2) 50
- 3) less, more
- 4) Blairsville, Young Harris, Brunswick, Rochelle, Byron, Ellijay, Newnan, and Rockledge.
- 5) Most groups are white supremacist in nature. There are a wide variety of hate groups, ranging from the KKK to Neo-Nazi and Neo-Confederate groups.
- 6) The group needs to have a specific language to keep their actual identities secret. Unlike the early twentieth century, KKK membership is not often permitted or validated as an honorable activity. The specific language ensures discretion if the message is compromised.

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Women's Suffrage: Fighting Legalized Discrimination

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as information regarding women's suffrage. 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 legal foundations for women's suffrage and rights.

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 political rights/liberties, 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 national history relating to the status of women's rights in America 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 a historical object. Thus, this activity is intended to challenge students' abilities to think critically about information presented to them.

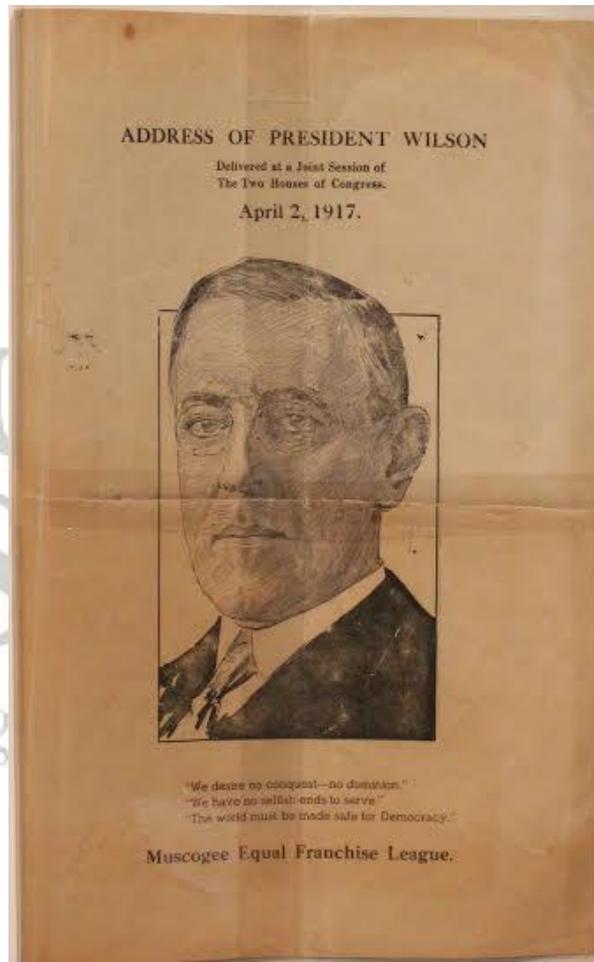
Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the museum can be consulted about any changes that the exhibitions might have recently undergone.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

GPS and Common Core: SSCG6, SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH7, SSUSH10, SSUSH11, SSUSH12, SSUSH13, SSUSH14, SSUSH15, SSUSH22, SSUSH23, 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 is a pamphlet that advocated for women's suffrage (i.e. their right to vote) and was published by the Muscogee Equal Franchise League. The push for women's suffrage in Columbus began in 1890 with local resident, Helen Augusta Howard. As an active advocate for this cause, Howard eventually encouraged Susan B. Anthony to come to Columbus to speak in 1895; she also inspired another group to establish the previously mentioned league. As a punishment for her activities, Howard's brothers cut off her finances, and her family eventually moved her to New York City in 1921—only a year or so after women gained the right to vote by way of the 19th Amendment.



Title: Muscogee Equal Franchise League pamphlet

Date: 1917

Dimensions: 8.5" by 12"

Credit Line: Courtesy of the Columbus State University Archives

Directions: Break into three groups. The first group will research legal foundations for women's suffrage (before the advent of the 19th Amendment). The second group will research advocacy methods used by the early suffragettes. The third group will research the social and political climate during 1900-1920. Use the guidelines on the next page to give you more details about your assignment.

Once you have completed the previous portion of this activity, report your findings to the entire class in a short, five minute presentation. Be sure to consider how your group's findings intersect with the findings of the other groups as well.

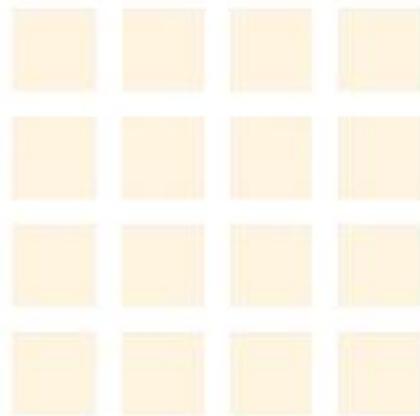
Pre-Visit Class Activity, cont.

Group 1: You will research the legal foundations for women’s suffrage, prior to the passage of the 19th Amendment in 1920. You will want to consider some of the following topics/ideas: what legal arguments were made for women’s suffrage; what constitutional foundations might exist for such an amendment to be passed; how the 19th Amendment was eventually passed, and what significance this had for other groups in America?

Group 2: You will research the advocacy methods used by the early suffragettes during the 1890s to 1920. You will want to consider some of the following topics/ideas: what were common methods used by these women; how convincing might some of these methods be; what other causes did they also advocate for; and how did these methods eventually influence the outcome leading to the passage of the 19th Amendment?

Group 3: You will research the social and political climate during 1900-1920. You will want to consider some of the following topics/ideas: what social issues were occurring in America at the time; what major political events occurred during this period of time; how might international history have affected American history, what other movements were occurring at the same time as the women’s suffrage movement; and how might the sociopolitical conditions relate to the end of World War I?

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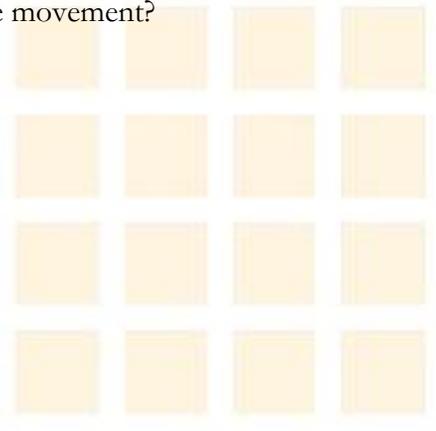
Pre-Visit Writing Activity 1

Directions: Using your notes from the in class discussion and any online resources, please answer the following writing prompts.

1) Briefly describe the social and political conditions of America from 1900-1920.

2) What other historical movements might have influenced the women's suffrage movement?

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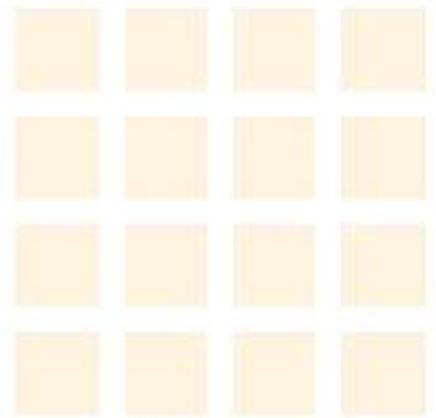


3) How might women's suffrage relate to another issue of suffrage in American history? Be sure to describe both the similarities and differences of your example.

Pre-Visit Writing Activity 2

Directions: Visit the link below to the History Channel’s website and watch the video of actors reading the transcript from Susan B. Anthony’s trial.⁴ Afterwards, write a short essay describing Anthony’s argument. For instance, you should consider what evidence she offers in her defense, while also considering what punishment the court inflicts upon her. (You might also want to consult one of her famous speeches, “Woman’s Right to the Suffrage,” which was given in the year after her arrest for voting in the 1872 Presidential election.)⁵

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⁴ <http://www.history.com/topics/womens-history/women-who-fought-for-the-vote/videos/the-people-speak-3?m=528e394da93ae&s=undefined&f=1&free=false>

⁵ <http://www.nationalcenter.org/AnthonySuffrage.html>

Pre-Visit Writing Activity 3

Directions: Conduct research on another topic relating to civil rights/liberties in American history. Using the graphic organizer below, compare the experience of American suffragettes to activists in another group that has been denied their civil rights/liberties. (Hint: If you are having trouble formulating a topic, you may wish to consider researching Native Americans, African Americans, LGBTQ persons, or immigrant populations. Please note that some of the information has been started for you.)

Name of Group	Suffragettes	
Time Period	July 1848 at the Seneca Falls Convention to 1920 for white women. (African American women did not have access to voting rights until the 19____s.)	
Rights Denied to Them		
Legal Foundations for Their Rights		
Synopsis of Outcome		

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.

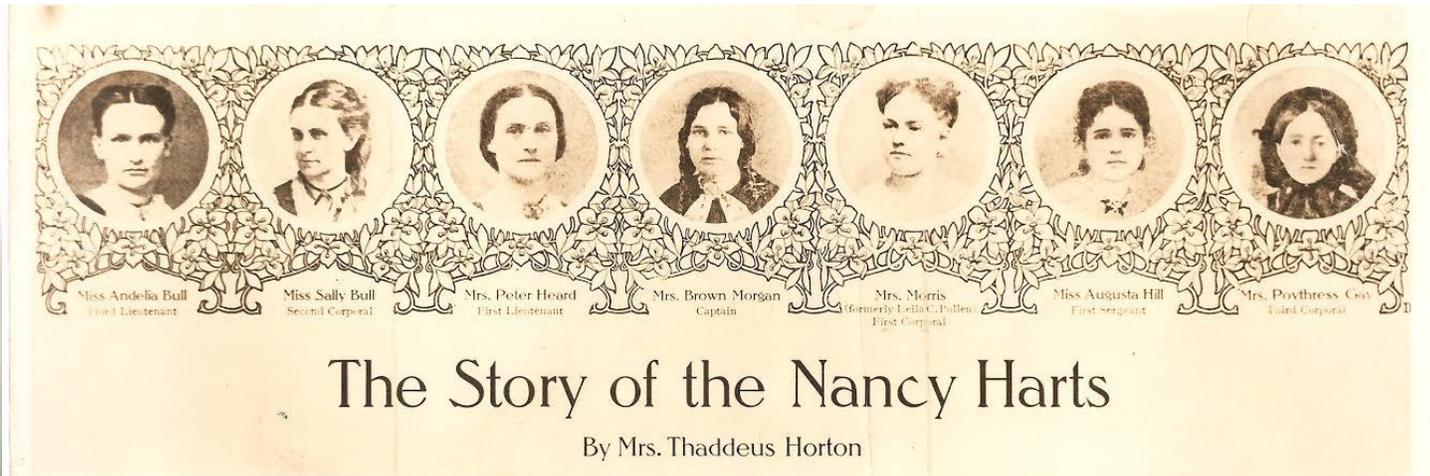
Extend the Activity: If your class is planning a visit to the Columbus Museum, you may wish to consult with the Education Department about other materials that might be valuable prior to your visit. Additionally, the museum can be consulted about any changes that the exhibitions might have recently undergone. 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.⁶

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.⁷

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.

⁶ <http://www.smithsonianmag.com/videos/category/smithsonian-channel/the-secret-lives-of-civil-war-soldiers/>

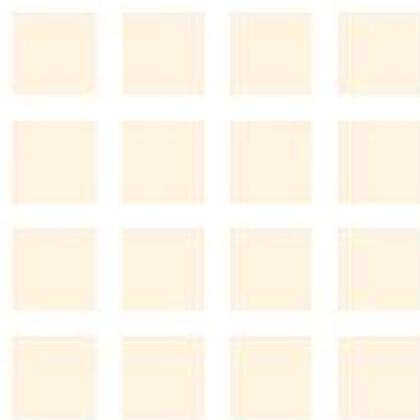
⁷ <http://www.smithsonianmag.com/history/the-women-who-fought-in-the-civil-war-1402680/?no-ist>

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?

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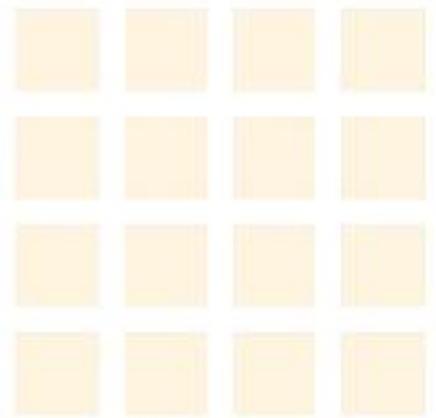


Pre-Visit Class Activity, cont.

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

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Pre-Visit Writing Activity 1

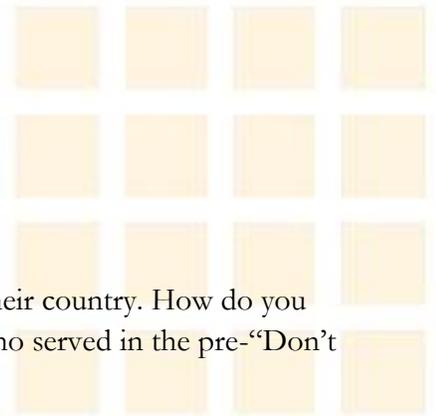
Directions: Please complete a paragraph for the following writing prompts.

- 1) In your opinion, has the role of women in the U.S. military drastically changed today? Why or why not? Be sure to use at least two outside sources to support your claim.

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- 2) Women in the Civil War had to hide their own identities as women to serve their country. How do you think this compares to the experiences of gay and lesbian service members, who served in the pre-“Don’t Ask, Don’t Tell” military?

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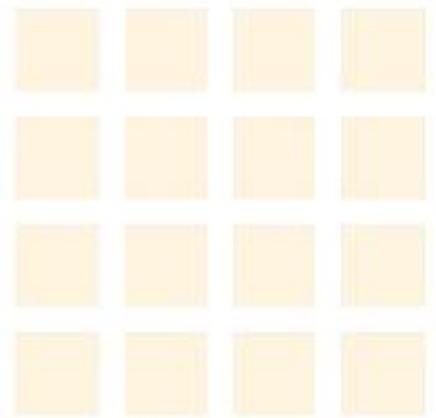


Pre-Visit Writing Activity 2

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.)

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A Conversation with Carson

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as engaging them to think about the works of local author, Carson McCullers. The aim of this activity is to assist with these topics through a class activity and subsequent writing activities that will strengthen their ability to discuss the ways in which literature can advocate for social change.

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 racism and sexism, and the role of literature in society, 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 a facilitated dialogue led in reference to the historical figures represented in the work itself. 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 a piece of art. 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: SSCG6, SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2

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

Pre-Visit Class Activity

Background: Carson McCullers was born in Columbus in 1917 and spent her childhood and early teenage years in the city. At the age of seventeen, she moved to New York, though she often came back to the city to visit her mother. She once told a friend that, “I must return home periodically to renew my sense of horror.” Throughout her career, she wrote numerous novels, which often described the ways in which she felt like an outsider in the South. Her work also dealt with critical issues, such as race and gender, which often left some locals with negative feelings towards her. The following image is a collage representing McCullers with other well-known historical figures.



Title: Collage Portrait

Artist: Scott Eagle

Credit Line: Courtesy of the Carson McCullers Center for Writers and Musicians

Directions: Use the link below to watch an interview with Carson McCullers and consider some of the questions listed below.⁸

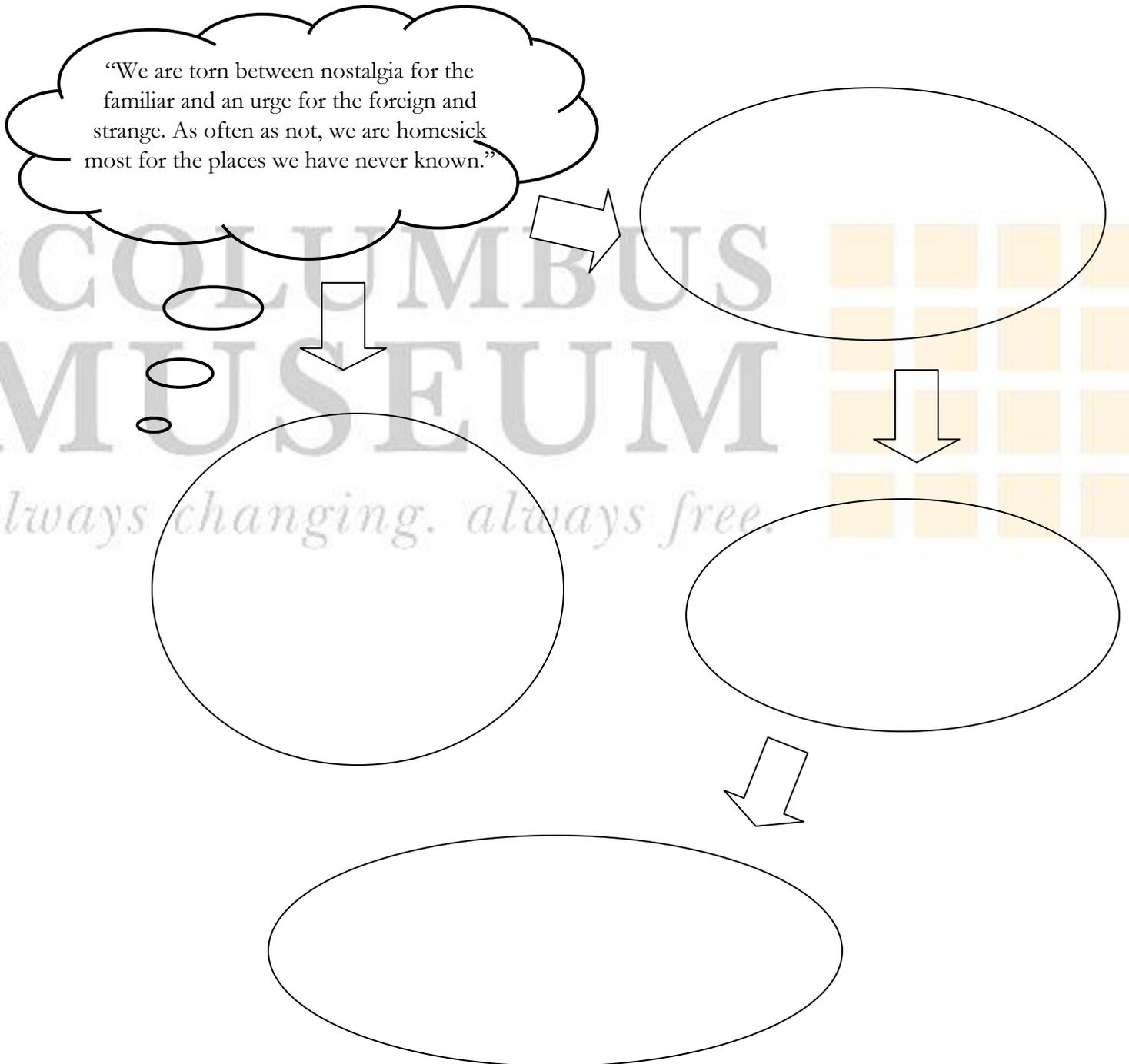
How does she interact with the interviewer? What is she discussing throughout the interview? What does she say about her writing process? How does she conceptualize the theme of her work and ‘social problems’ in the South? After watching the interview, discuss your thoughts in regards to the previously mentioned questions.

⁸ <https://www.youtube.com/watch?v=5nyVmsXRoNg>

Pre-Visit Writing Activity 1

Directions: Carson McCullers once said, “We are torn between nostalgia for the familiar and an urge for the foreign and strange. As often as not, we are homesick most for the places we have never known.”

Using the space provided, create ‘thought map’ about what you think this quotation means and how it might relate to your own life. As a whole, a thought map should guide your thought process on paper, which will allow other people to see how you thought about a topic and how you related it to other concepts; you will find that a starting point has been provided below.



Pre-Visit Writing Activity 2

Directions: Working in a small group of two to three students, use the information from the previous brainstorming exercise to organize your collective thoughts into a structured outline. A sample outline format has been provided; however, you should formulate one that works well for your group.

Afterwards, answer the following question separately: How did your notes compare to the other member(s) of your group; and how did you work to combine your collective ideas and interpretations of the quotation?

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

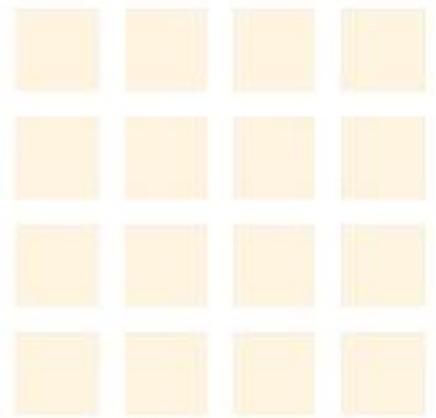
- c. Key Point #3

- i. Auxiliary Point #1

III. Conclusion

- a. Key Points and Closing Remarks

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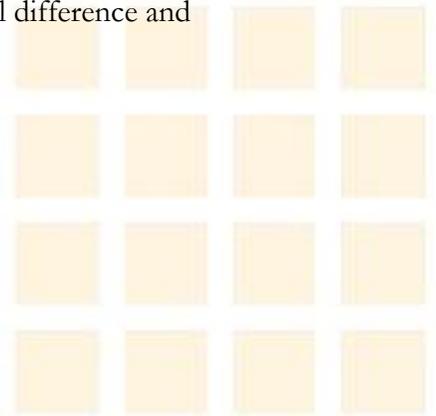
Pre-Visit Writing Activity 3

Directions: Please complete a paragraph for the following writing prompts.

1) Why do you think Carson McCullers decided to leave the South?

2) Based upon your knowledge of her work, how does she engage issues of social difference and discrimination?

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3) Briefly interpret the following quotation from McCullers' *The Heart is a Lonely Hunter*: "The most fatal thing a man can do is try to stand alone."

Secondary Education: High School

Overview

The preceding 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.

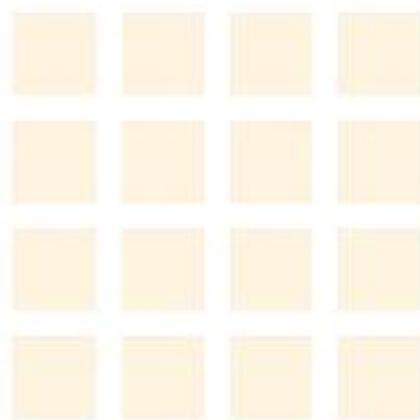
Questions about the Activities

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.

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Murdered for Invoking Social Change

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as engaging them to think about the ways in which the political officials and community leaders might put their own lives at risk for change. The aim of this activity is to assist with these topics through a class activity and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the ways in which rhetoric matters in politics and history.

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 local history, American history, speech/rhetoric, legal issues, sociology, or the like.

Activity Outline: The central portion of this activity provides an image on loan to the Columbus Museum but primarily focuses on a facilitated dialogue led in reference to the history represented in the object itself. 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: SSCG6, SSCG21, SSCG22, SSSocC3, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH23

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: By the middle of the twentieth century, Phenix City had been called “the wickedest city in America” and soon earned a reputation for corruption, gambling, prostitution, and more. Lawyer and former state senator, Albert Patterson, ran for attorney general of the state in 1954 and vowed to clean up the city. After a hard fought election, Patterson was declared the winner and was soon to take office as Alabama’s new attorney general; however, he was shot to death. Only one of the three who were tried in connection to his death was found guilty. As a county-wide cleanup measure, 700 indictments were issued by a special grand jury, which was spurred by Patterson’s death and the fact that the city had been placed under martial law.



Title: Albert Patterson suit

Credit Line: Courtesy of the Alabama Department of Archives and History

Directions: Using your new knowledge about Albert Patterson’s murder, based upon his vocal political platform of reforming Phenix City, discuss other instances where rhetoric has caused potential problems for leaders. For instance, you may wish to consider how this situation is similar to the assassination of national leaders who have advocated for societal reforms.

After your class wide discussion, break into small groups and begin independent research relating to other political assassinations that were committed because of a candidate’s or official’s dedication to social reforms or progress. Report your findings about these similarities to the class in a short presentation.

Pre-Visit Writing Activity 1

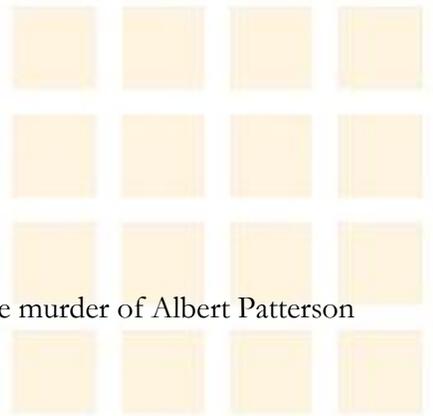
Directions: Please complete a paragraph for the following writing prompts.

- 1) How does Albert Patterson's suit, complete with blood stains, allow us to take a 'hands on' approach to learning history?

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- 2) Using your notes from the class activity, what are some similarities between the murder of Albert Patterson and the assassination of the national leader you researched?

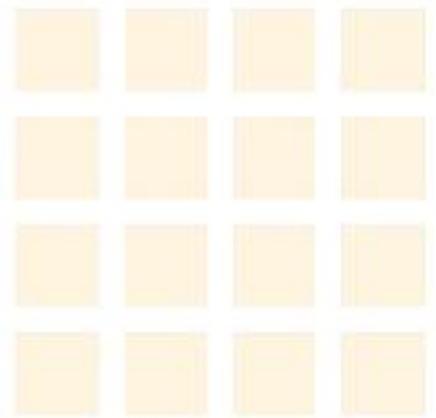
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Pre-Visit Writing Activity 2

Directions: After researching another ‘lesser known’ historical figure, please write a short essay about the ways in which our understanding of history can be more robust when we consider such figures in our history. Please take note that the link provided below has some basic information about potential research topics; however, you are also encouraged to find another historical figure through independent research.⁹

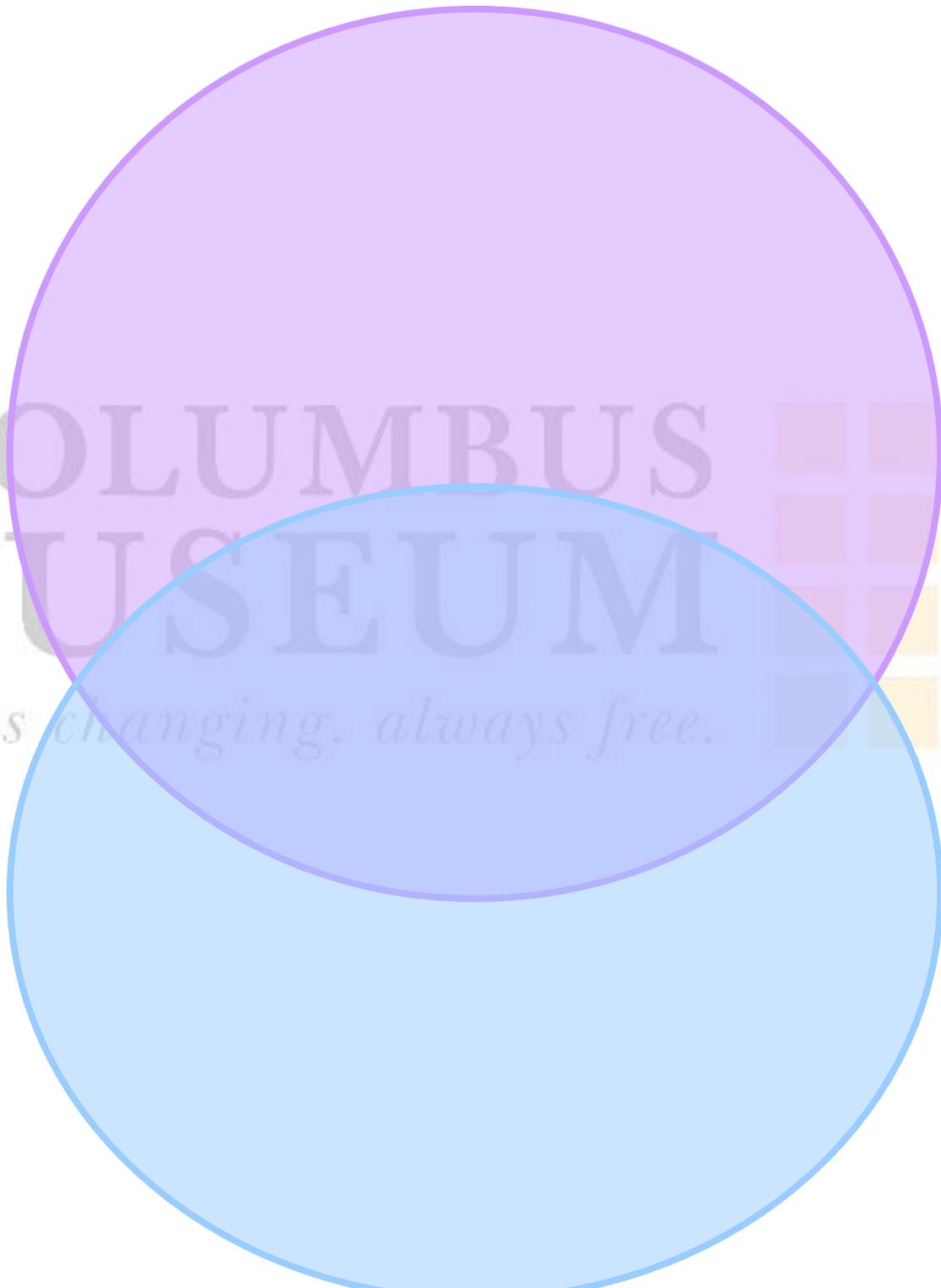
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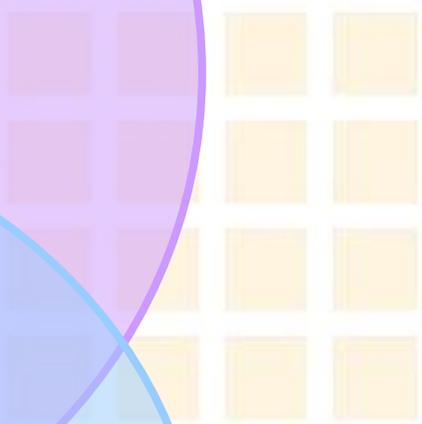
Pre-Visit Writing Activity 3

⁹ <http://www.history.com/news/history-lists/6-lesser-known-u-s-political-assassinations>

Directions: Use the following Venn diagram to compare and/or contrast Albert Patterson with another lesser known historical figure who was murdered because of a progressive ideal. Be sure to consider how their actions and deaths were similar, while also considering what implications occurred after their respective deaths (i.e. what changed, how are they remembered, etc.). Be sure to label each circle of the diagram to correspond with your notes.



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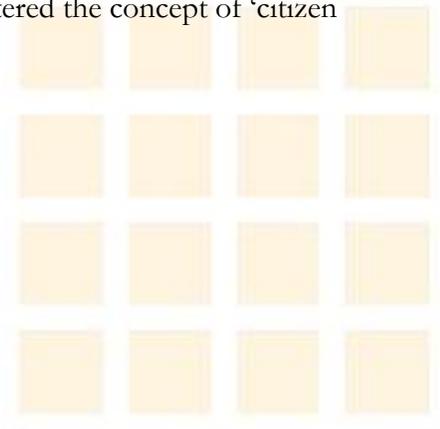
Directions: The goal of this assignment will be to analyze an issue of social change, while tracking the ways in which its proponents have dealt with some sort of ‘backlash.’ Each member of the class will set up a Twitter account, while the instructor will set up a class Twitter page for the overall class as well.

For the instructor, she or he will use the page to tweet about any number of issues concerning social justice or social change (i.e. free speech, political violence, issues of racism/sexism/homophobia/transphobia, etc.) in a broad sense; the students will then be able to tweet at this page or use a class designated hashtag. After the initial page is set up, students will use their tweets to comment on the issue at hand and find links to other topics or events related to it, while consistently linking their comments back to the class’ overall page.

The goal of this assignment will be to engage students with current affairs in a practical and technological way, while also allowing them to interact with the opinions of their peers and the media. It should be noted that Twitter limits tweets to a total of 140 characters, so students will have to learn to express their thoughts in a concise yet comprehensible manner. Additionally, it is recommended that this assignment run for a minimum of two to four weeks, so as to allow students to consider how issues develop over time and the ways in which the media might change its ‘framing’ on an issue.

For more information on how Twitter has impact social change and political ideas, please refer to the link provided, which explains Twitter’s role in the Egyptian Revolution and the ways in which it fostered the concept of ‘citizen journalism.’¹⁰

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Understanding History Through Film

¹⁰ <http://www.pbs.org/mediashift/2011/09/how-social-media-is-keeping-the-egyptian-revolution-alive256/>

Objective and Outcomes: This set of activities is designed to assist students with understanding local history, as well as engaging them to think about the ways in which the advent of popular films have been able to change the ways in which we think about history. The aim of this activity is to assist with these topics through a class activity and subsequent writing activities that will strengthen their ability to discuss such topics and analyze the ways in which film has changed our understanding of history and events.

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 local history, American history, filmmaking, and art, 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 a facilitated dialogue led in reference to the history represented in the object itself, while also asking students to conceptualize broader concepts about film posters. 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: SSCG6, SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, SSUSH16, SSUSH21, SSUSH23, VAHSVAMC.1, VAHSVAMC.2, VAHSVAMC.3, VAHSVACU.1, VAHSVAAR.1, VAHSVAAR.2, VAHSVAAR.3, VAHSVAC.1, VAHSVAC.2, VAHSVAC.3

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 1954 murder of Albert Patterson, a politician seeking election to the office of attorney general in Alabama, signaled the height of Phenix City's history as "the wickedest city in America." After the conviction of three local officials involved in Patterson's murder, the city began to move in the direction that Patterson had hoped to take it. In 1955, *The Phenix City Story* was filmed on location and told a sensationalized version of Patterson's attempts to clean up the city from corruption, gambling, and prostitution.



Title: *The Phenix City* movie poster
Credit Line: Museum purchase
Accession Number: G.2003.28

Directions: Use the link provided below to watch the following clip from the film, while taking note that it is based on a public speech given by Patterson.¹¹

Afterwards, discuss the reasons why such a speech might cause 'the mob' and other criminal groups to target Patterson. You may also wish to consider the ways in which the public might have felt after hearing such a speech. For instance, do you think they were scared, empowered, or something else entirely?

Additionally, be sure to think of any other historical figures that might have given speeches that caused them to be targets of criminal groups. Consider discussing the similarities and differences of these cases during your in class discussion.

Pre-Visit Writing Activity 1

¹¹ <https://www.youtube.com/watch?v=k5oFJTGD3s>

Directions: Consider a particular cause or ‘call for change’ that occurred in American history. While imagining you are in that time and setting, prepare a speech based upon that call to action. You may wish to consider several things while writing, such as the following: who your audience would be; what was the social climate during that time period, what viable options might be available what obstacles stand in your way; and how you intend to motivate people to support your call for action?

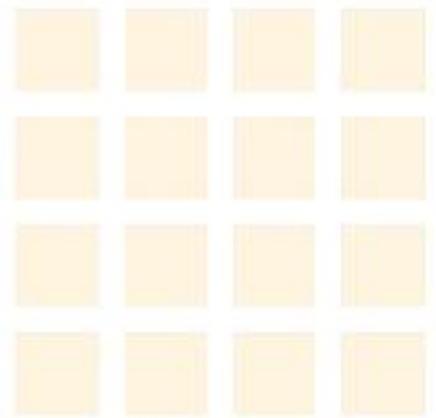
Fill in the information below to inform the reader about the time, location, and other facts about ‘where’ and ‘when’ your speech would have been delivered.

Time Period/Year: _____

Location: _____

Cause or ‘Call to Action’: _____

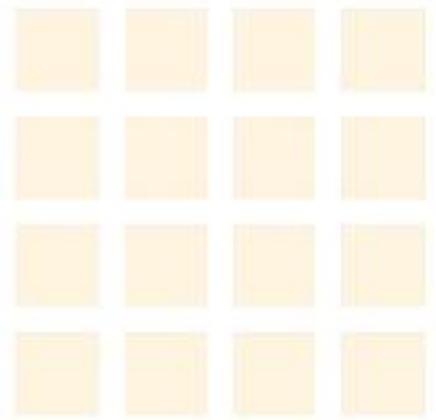
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Directions: Break into small groups of no more than five students. Work with one another to create a modern day movie poster based on another important event in American history. Before beginning your work, be sure to consider what your poster should emphasize, as well as what ‘visual cues’ it will give to the onlooker (i.e. what feelings it might evoke in them, what information it will provide for them, etc.).

Deliver a brief presentation about your poster to the class. Discuss what your poster depicts, why it was an important moment in history, and the ways in which your poster draws the viewer’s attention.

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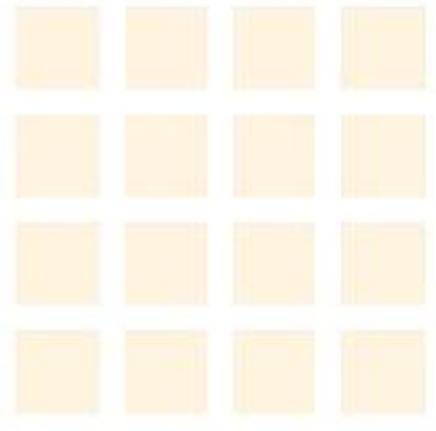


Directions: Please complete a paragraph for the following writing prompts.

- 1) What other films have shed light on an historical event, which might have otherwise been forgotten? (Note: You should support your answer with a film based upon real events, rather than one that acts as a piece of historical fiction.)

- 2) In your opinion, how might films influence or pique our understanding of or interest in historical events?

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- 3) Can you think of a film that actually caused a misunderstanding of actual historical events? How did it cause this misunderstanding?

Ma Rainey: Sexuality in Song

Objectives and Overview: This set of activities is designed to assist students with being an active listener of music and to consider how music might advocate for or against certain social concerns. The aim of this activity is to engage students around both the history of Columbus blues singer, Ma Rainey, as well as her portrayal of sexualities within music.

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 regional history, African American icons, music history, or sexuality in America; simultaneously, it would also work well for a class who might be visiting the Columbus Museum's history exhibitions.

Activity Outline: The central portion of this activity provides an image from the Columbus Museum's collection but primarily focuses on a recording of a song written and performed by Ma Rainey. The following activity then asks them to listen actively to the song while jotting down notes; afterwards, students are told about Ma Rainey's personal history and asked to re-analyze the song, so as to consider what social implications the lyrics might retain.

Follow-up writing prompts are included as an additional activity, which will assist in continuing students' engagement with the ideas discussed during class. This activity will also help foster stronger writing skills, while also asking the students to listen actively to another song in order to provide textual evidence to their claims.

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 History Department can be consulted about any changes that the history 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: SSUSH16, SSCG6, SSSocC1, SSSocC2, SSSocC3, SSSocSC1, SSSocSC2, SSSocSC3, SSSocSC4, SSSocIC1, SSSocIC2, VAHSVAMC.1, VAHSVAMC.2, VAHSVAMC.3, VAHSVACU.1, VAHSVAAR.1, VAHSVAAR.2, VAHSVAAR.3, VAHSVAC.1, VAHSVAC.2, VAHSVAC.3

ELACC6-12RL1, ELACC6-12RL7, ELACC6-12W3, ELACC6-12W4, ELACC6-12W7, ELACC6-12W8, ELACC6-12W10, ELACC6-12SL1, ELACC6-12SL2, ELACC6-12SL3, ELACC6-12SL4, ELACC6-12SL5, ELACC6-12SL6, ELACC6-12L1, ELACC6-12L2, ELACC6-12L3

Pre-Visit Class Activity Part 1

Be prepared to listen to the song, “Prove It on Me Blues,” as written and performed by local Columbus blues legend, Gertrude “Ma” Rainey, who is pictured below.¹²



Title: Ma Rainey and Her Band
 Date: 1924-1925 ca.
 Medium: gelatin silver print
 Credit Line: Museum purchase
 Accession Number: G.2002.27

Directions: Use the following table to fill in any thoughts that you might have while the song, “Prove It on Me Blues,” plays. Be sure to fill in the other appropriate columns, after the song has completed. Afterwards, proceed to the next portion of the activity, which will ask you to reconsider the song as it plays for a third time.

<p>Identify the type of song/style of music.</p>	
<p>What might the purpose of such a song be?</p>	
<p>For what social implications might this song advocate?</p>	

Pre-Visit Class Activity Part 2

¹² <<http://www.youtube.com/watch?v=yRyaUcVfhak>>.

Background: Ma Rainey, while known for her unique voice and contributions to the Piedmont blues, was also known posthumously to the world as being a bisexual blues singer. After an alleged arrest in Chicago in 1925 because of her sexuality, Ma Rainey was supposedly bailed out of jail by Bessie Smith—another well-known bisexual blues singer from the South.¹³

Directions: Listen to the song again, while following along with the lyrics that are available on the next page of this document or at the website listed in the footnotes. Be sure to fill in the chart, while considering Ma Rainey’s sexuality. Additionally, you should also consider the fact that any type of sexuality, other than heterosexuality, was illegal at the time this song was written and recorded.

<p>Identify the type of song/style of music.</p>	
<p>What might the purpose of such a song be?</p>	
<p>For what social implications might this song advocate?</p>	

Pre-Visit Class Activity Part 2, cont.

¹³ Jonathan Katz, “Ma Rainey’s ‘Prove It on Me Blues,’ 1928,” OutHistory.org, <http://outhistory.org/oldwiki/Ma_Rainey's_%22Prove_It_On_Me_Blues,%22_1928>.

Directions: Please read the following lyrics to inform your note-taking and class discussion.

“Prove It On Me Blues”

Went out last night, had a great big fight
Everything seemed to go on wrong
I looked up, to my surprise
The gal I was with was gone.

Where she went, I don’t know
I mean to follow everywhere she goes;
Folks say I’m crooked.
I didn’t know where she took it
I want the whole world to know.

They say I do it, ain’t nobody caught me
Sure got to prove it on me;
Went out last night with a crowd of my friends,
They must’ve been women, ‘cause I don’t like no men.

It’s true I wear a collar and a tie,
Makes the wind blow all the while
Don’t you say I do it, ain’t nobody caught me
You sure got to prove it on me.

Say I do it, ain’t nobody caught me
Sure got to prove it on me.

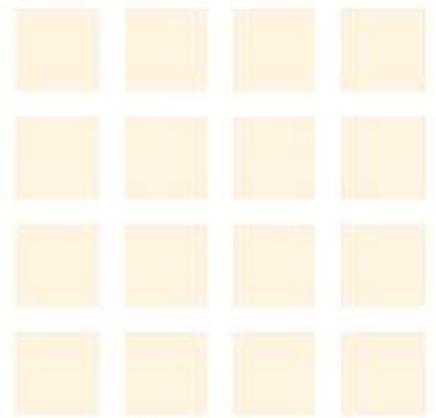
I went out last night with a crowd of my friends,
It must’ve been women, ‘cause I don’t like no men.

Wear my clothes just like a fan

Talk to the gals just like any old man

Cause they say I do it, ain’t nobody caught me
Sure got to prove it on me.

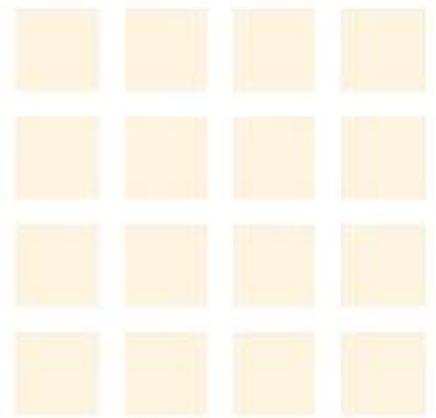
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Pre-Visit Writing Activity 1

Directions: Listen to either Ma Rainey’s “Sissy Blues” or “Sweet Rough Man” and write a short essay describe some of the following aspects of the song: 1) topic or theme, 2) portrayal of sexuality within the lyrics, and/or 3) what societal issues the song might be addressing.¹⁴ (As a hint, the former of these songs deals with Ma Rainey’s description of a love triangle, while the latter deals with Ma Rainey’s description of an abusive man.) Use the space provided to write your short essay.

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Pre-Visit Writing Activity 2

¹⁴ <<http://www.youtube.com/watch?v=cqLxDXNxBVQ>> or <<http://www.youtube.com/watch?v=QG6lvy-K51A>>.

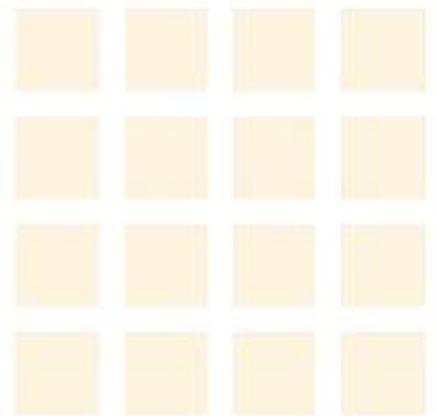
Directions: Please write a complete paragraph for the following writing prompts.

1) How does Ma Rainey's music compare to modern day music, in terms of the social and political topics that it deals with?

2) What modern day comparison do you think exists (if any) to the type of advocacy that Ma Rainey's music offers?

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3) How does this music and potential modern day music help to dispel misconceptions about diverse sexualities?