

Parceled Freedom: The Struggle for a More Perfect Union

Table of Contents

Introduction & Acknowledgements – Page 3

Interpretive Plan – Page 5

Thematic Panels – Page 16

Bibliography – Page 19

Marketing Overview – Page 26

Press Release – Page 37

Development Plan – Page 41

Exhibition Design – Page 53

Final Layout Design Key – 54

Exhibit Layout Breakdown – 55

Design Team Budget – 62

Exhibit Panel Templates – 63

Exhibit Elevations – 66

Master Object List – 68

Label Copy – 69

Final Exhibit Interactives – 77

Exhibition Programs – 80

Overall Budget - 87

There are few events in American history that carry the impact of the American Civil War. The driving force behind the war was the nation's struggle between its founding ideals of equality and the realities of racism and enslavement. These struggles remain with us and impact the lives of every American living today. With that in mind it is important to understand this conflict in its totality. While it is an impossible task for one museum exhibition to fully present and interpret the totality of the impacts of the war, it is nonetheless an endeavor worth embarking upon. This is especially true for an institution that resides within the city of Atlanta. It is important for our community to acknowledge and reckon with the city's past as a city of enslavement and as a member of the short-lived Confederate States of America.

Our exhibition, *Parceled Freedom: The Struggle for a More Perfect Union* attempts to accomplish this lofty goal through a broad examination of the conflict and its impacts on our culture. We examine how the South relied on the institution of slavery for its economic development and how that institution impacted the lives of the enslaved African Americans that became ensnared in its clutches. The exhibition also examines the abolition and the anti-slavery movements and how their contributions led to the abolition of slavery. Our exhibition also interprets the lives of African Americans, both free and enslaved, during the conflict and how they navigated the struggles of living life when their very personhood was up for debate. We also provide a study of women's impact on the war and how they experienced and lived through this troubled time.

All of this is accompanied by an examination of how the war was fought and won on the battlefield and the impacts felt by the soldiers who fought in the conflict. We end the exhibition with an examination of reconstruction and the lasting effects of the war, reconstruction, and the institution of slavery. We believe this exhibition will provide our visitors with a unique and important perspective on the Civil War and the institution of slavery and the impacts these events have on their lives. We hope visitors take away new knowledge, new perspectives, and new questions regarding the American Civil War as they leave our exhibition. We hope their experience going through *Parceled Freedom* enriches their lives and the lives of everyone within our community.

Acknowledgements:

Taking on a project of this magnitude within the time frame of a single semester was, to say the very least, a challenge. While the challenge was great, I believe our team rose to the occasion. I believe we produced some wonderful work all while learning a great deal along the way. I would like to thank each of them for their hard work and dedication throughout this process. They are, Camille Coe, Jarrett Craft, Sarah Craig, Kristen Dear, Jessica Higgins, Abigail Merchant, Autumn Smith, Kaitlyn Stockdale, Alexandria Weaver, and Andrew Wiggins. I would also like to thank, on behalf of the team, our two instructors in this course, Dr. Ann McCleary and Gordon Jones. Their guidance and help throughout this process proved to be an invaluable resource to everyone on the team. I know that the lessons they instilled in us during this class will live on in all of us as we continue our education and enter into the professional world. I would also like to thank all of the staff members of the Atlanta History Center that helped us with this project. They are, Sheffield Hale, Michael Rose, Erica Hague, Kelsey Fritz, Ryan Glenn, Paul Crater, Mary Wilson, Kevin Edmiston, Shatavia Elder, and Jessica Vanlanduyt. I would also like to thank Jeremy Underwood of Building Four for speaking with our class and helping give us an insight into the world of exhibition fabrication. They took time out of their busy schedules to answer questions, offer advice, and pass on their knowledge of the field selflessly and for that we are forever grateful. It speaks volumes about the character of these individuals and their dedication to the field that they would help guide the next generation of museum professionals.

- Vanessa Blanks

Turning Point Revisited: Interpretive Plan

Unifying Theme:

The United States Civil War was a cataclysmic step in the struggle between the nation's founding ideals of equality and realities of racism and enslavement. The struggle continues.

Major Themes

(Greed) Creating the Peculiar Institution: The South's Dependence on Slavery and the March Towards Secession

The Southern economy was agrarian and built on the backs of slave-labor. This system, which came to be known as the "Peculiar Institution" can be traced back to the 17th century in North America. In order to examine the causes of the Civil War, it is imperative to understand the history of slavery in America. While slavery was the overarching cause of the war, individual reasons for joining ranks were surely built on personal, communal, and regional ideologies as well as views on various sectional differences that had arisen over the years between the North and South. Other pull factors included a desire for adventure or financial gain. This section will look at these individual reasons and their nuances as differentiated by race and region.

- *Greedy Bastards: The Influence and Ideology of the Planter Class:* By meeting the demand for cash crops such as cotton, tobacco, rice, sugar, and indigo, white southerners created a situation where millions of people of African descent were enslaved in the southern states, mostly by a small minority of whites. The wealth generated by the exploitation of these enslaved people propelled White plantation owners to the pinnacle of power and influence in their society. To justify their exploitation of enslaved African Americans in a supposedly free country, the planter class created an increasingly harsh race-based ideology which asserted that Africans were by nature both ignorant and incapable of independence. They used this as justification for the claim that those held in bondage were content and were even benefitted by slavery in the United States.
- *At The Dark End of The Street:* The horrendous abuse suffered by African Americans at the hands of Whites, such as lynchings, whippings, and rape, was a common practice on plantations and in society. Extreme abuse levels were used to mentally and physically crumple African Americans into what white Supremacist felt was their place. The lynching of African Americans was a significant activity that ran rampant throughout the South for over a century as a terror tactic and thematic event. White supremacists also savagely raped hundreds of African American women to enforce superiority, using the Black woman's body as a weapon to dehumanize the Black woman and the Black family.

- *A Beacon of Light: The Abolition and Anti-Slavery Movements:* Abolition and anti-slavery movements were two distinct arguments which predated the U.S. Civil War by several decades. While often conflated, these two movements held different motivational roots, and were common in discourse before the war. This section will look at the differences between the two movements, how they were presented and received in the North and the South, how they were received by those who sought to preserve the system of slavery, and how ultimately the rhetoric and discussions of these movements fueled tensions in the lead-up to the war.
- *Splitting at the Seams: Secession:* Slavery was certainly the root of the Civil War, but there were plenty of issues that surrounded that main controversy which got folks on both sides of the Mason-Dixon Line fired up. One of the main issues was a tariff which aimed to force Southerners to sell their cotton to Northern textile mills instead of English and French buyers, who tended to buy at a higher price. This section will explore how Southern propaganda succeeded in their attempts to frame secession around these ulterior issues. It will also delve into those southerners who opposed secession and what steps they took towards preventing a break with the Federal government.

(Rage) How the Cookie Crumbled: The Civil War as it Happened

The combatants in the Civil War were incredibly confident that the war would be a quick victory for their respective side. They were quickly disillusioned. 4 years of bloody combat resulted in the deadliest war in America. By the end, the rebellious South was subdued and the victorious North set about the task of establishing a new order.

- *Winfield Scott and the Anaconda Plan:* After the first shots were fired at Fort Sumter, Union leadership formulated a plan to starve the Confederacy. The plan was based on the knowledge that the Confederacy could not financially sustain itself without exporting cotton. The Union enacted a blockade of the Confederate shores and moved to gain control of key waterways such as the Mississippi River. They also seized control of ports like New Orleans and Beaufort. Despite isolated victories by the Confederate navy and the daring escapes made by blockade runners, the Confederacy was gradually starved of its main source of income.
- *Tackling a Tiger: The War in Virginia 1861-1863:* As the conflict began in earnest, it became clear that the territory between the Confederate capital at Richmond and the Union capital at Washington D.C. would be hotly contested. Indeed, the first major battle of the war took place in June of 1861 at a railroad crossing known as Manassas Junction. Despite this being a Confederate victory, the Union army gradually forced its way to the gates of Richmond by the summer of 1862. Command of the Confederate army passed to Robert E. Lee, who drove back the Federal forces in the Seven Days Battles. The defeated Union general was subsequently fired, kickstarting a year-long cycle of rotating commanders losing their jobs in the wake of a series of improbable Confederate victories.

- *The Union Overruns Tennessee and Mississippi:* The Anaconda Plan called for Union control over the Mississippi River. To accomplish this, they drove the Confederate army out of Western and Central Tennessee by capturing Forts Henry and Donelson and driving on to Nashville and Memphis. A Confederate counterattack was repulsed in the bloody battle of Shiloh in April of 1862. The fact that 23,000 men were killed was unprecedented, and woke the public up to the fact that this would be a bloody slugfest rather than a quick victory. Following their victory, Union forces under Ulysses S. Grant drove on into Mississippi to tighten their stranglehold on the Confederate states.
- *Hightide For the Confederacy: Gettysburg and Vicksburg:* Despite setbacks in the west, the Confederacy was riding high in the summer of 1863 following victories at Fredericksburg and Chancellorsville. General Lee led his troops north into Pennsylvania to draw Union attention away from the west, where they had besieged the Confederacy's last stronghold on the Mississippi River at Vicksburg. Lee's army was confronted and defeated at Gettysburg in July of 1863. This defeat was compounded by the Union's capture of Vicksburg. Gettysburg forced Lee to retreat into Virginia. Although Confederate forces scored a victory at Chickamauga in North Georgia and briefly besieged Chattanooga, they would remain on the back foot for the rest of the war.
- *Emancipation Proclamation: How Far Did It Reach:* The emancipation proclamation was issued by Abraham Lincoln on September 22, 1862 and went into effect on January 1, 1863. The Emancipation Proclamation stated that "all persons held as slaves" shall be free. The proclamation only freed African Americans in the rebellious states, but since the states were in rebellion, the proclamation had limited effects on freeing most of those enslaved. The proclamation helped to change the tone of the war, giving the North the higher moral ground, which weakened the international perception of the South.
- *Harriett Tubman's Raid on Combahee River:* Women's roles went to the height of Harriett Tubman, who served as a Union "General" (unsure if this was an official title) that led a raid along the Combahee River in South Carolina while women led Union Raids.
- *Soldiers as Contraband:* African Americans entered the war to fight for personal freedoms. Slaves who fled to the United States territory were considered contraband of war, and as such were subject to being returned back to their slaveholders or placed in the U.S. military. The influx of African American troops into the Federal army gained a major boost after the valorous assault on Fort Wagner by the African American 54th Infantry Regiment. However, those who were placed in the Army were exposed to especial danger as African-American troops were often executed on sight, as happened at the conclusion of the Battle of Fort Pillow, later known as the Fort Pillow Massacre, where African American soldiers were shot down while trying to surrender. Additionally, this section will juxtapose the experience of southern African Americans who fled to the North vs. the experience of northern African Americans who joined the war. Were their expectations met?
- *Breaking the Camel's Back: Union Victories in 1864:* After the victories at Gettysburg and Vicksburg, the Union smelled blood. They promptly went for the Confederacy's jugular, Atlanta. A large Federal army under William T. Sherman fought a series of bloody battles from Chattanooga south to Atlanta, forcing Joe Johnston's stubborn Confederates back inch by inch. Johnston was relieved from command after Sherman

crossed the Chattahoochee, but his successor was powerless to stop Sherman's troops from encircling the city and cutting off all supplies. Confederate forces abandoned the city to Sherman in July of 1864. Sherman captured Savannah by the end of 1864, devastating Georgia along the way. Meanwhile, Robert E. Lee's Army of Northern Virginia squared off with Ulysses S. Grant in a series of horrendous battles at places like The Wilderness and Spotsylvania Courthouse as Lee attempted to spare Richmond from Atlanta's fate. The campaign culminated with Lee being bottled up at Petersburg in southern Virginia. The Confederacy was on its last leg.

- *Appomattox and the Death of the Confederacy:* After breaking out from Petersburg, Lee fled west towards the mountains with the battered remnant of his Army of Northern Virginia. Grant pursued, finally capturing Richmond after four years of combat. With Sherman's army driving north through the Carolinas and Grant hot on his trail, Robert E. Lee finally decided enough was enough. He surrendered to Ulysses S. Grant at Appomattox Courthouse in southern Virginia. This surrender signaled the end of the Confederacy, although hardliners held out for a few more weeks in other areas. Jefferson Davis fled, but was captured in South Georgia. The rebellion was over, and the victorious government set about establishing a new order.

(Responsibility) A Woman's Touch: The Female Experience in the Civil War

During the Civil War over 400 hundred women fought in the war for both the Confederate and the Union. Women also came to the aid of the soldiers taking up the responsibilities to offer medical aid and nursing for those wounded in battle. Women organized to create brigades and organizations to support soldiers throughout the entire course of the civil war. The war helped to push the boundaries of the role of women in society.

- *Expanding Roles: How the War Changed Women's Societal Roles:* The traditional roles of women in the home and in society in America began to change as the war progressed. When the men began to leave the homes to fight for the war, women were forced to take on the roles of the men by gaining employment and assisting in the war. Women began to be seen as more than homemakers during the Civil War and proved themselves to be assets
- *Starting at the New Job: War-time Responsibilities:* The Civil War had a major dependency on civilians to aid both sides of the war, especially as the war progressed. Women found themselves assisting in war time production and in battle. Women participated in battles, served as spies, cooks, and nurses throughout the course of the Civil War.
- *For the Vote! The Women's Suffrage Movement:* As women began to find themselves progressing in the roles of society outside the home, women began to gain their independence more than ever. Although women began to have independence, the women's suffrage movement was disrupted by the Civil War. Women's Suffrage leaders such as Susan B. Anthony, who created the Women's Loyal National League, and

Sojourner Truth were aligning their efforts with abolitionists like Frederick Douglass and Henry Blackwell to push for the freedom of enslaved African Americans.

- *African American Women:* The lives of free and enslaved African American women changed during the Civil War. Free African American women aided in war causes, particularly in the North helping enslaved African Americans achieve their freedom and war production. The lives of free African American women became threatened during the civil war as many faced enslavements in border and Confederate states. Enslaved African American women became more responsible for plantation production as enslaved African American men were used to fight in the war.

(Waiting) African Americans During the Civil War

The lives and destiny of African Americans were the central issues surrounding the Civil War. African Americans helped to build the economic foundations of America, but by 1860 were still being rejected for their freedom from the system of enslavement. By 1860 there were nearly 4 million African Americans enslaved in the United States, which was America's number one labor system. The battle of the North and the South for enslaved African Americans was the battle between freedom and enslavement. In order to examine the Civil War it is imperative to understand the lives and contributions of the individuals that the war affected the most. For many enslaved African Americans, The Civil War was an opportunity for freedom. A spotlight will be placed on the exceptional lives of Ezra Brooks and Henry McNeal Turner to aid in the telling of this story.

- *I AM A MAN: The Lives of African American Soldiers:* The Civil War involved all of its citizens free and enslaved in many diverse capacities. African Americans served in the Civil War in the Union and the Confederate, both free and enslaved. African American soldiers faced different circumstances and challenges during the war. The lives of African American soldiers are rarely discussed, and this topic will highlight a selection of Black individuals that participated in the Civil War and how their lives in the war and at home.
- *Emancipation Proclamation: How Far Did It Reach?* President Abraham Lincoln signed the emancipation proclamation during the civil war that freed enslaved African Americans in rebellious states on January 1, 1863. The emancipation can be evaluated for its complexities and limitations. The document only freed those enslaved in rebellious states, but rebellious states were no longer following the laws of the Union. How the emancipation Proclamation affected enslavement will be evaluated in this section, and the true extent of the results of the document can be displayed.
- *Lives of Free African Americans:* Prior to 1865, there was a small population of free African Americans throughout the country. Some African Americans had gained their freedom by escaping or purchasing their freedom, while some African Americans had been generationally free people of color. This section will explore the lives and communities, such as Springfield in Augusta, Ga of free people of color during the Civil War.
- *Fighting the Good Fight: Abolitionists in the Era of Enslavement:* The issue of enslavement became a social battle and caused a movement of individuals determined

to end the system of enslavement. After the results of the Missouri Compromise, the abolitionist movement began to organize in the 1830s formally. The abolitionist movement was designed to end the slave trade and slavery. It was principally led by Frederick Douglass, William Lloyd Garrison, and Sojourner Truth. This section will explore the history of abolition in America and the effects it had on inciting the Civil War. This topic will also delve into the difference between abolition and anti-slavery.

- *The Lives of Enslaved African Americans during the War:* During the Civil War there were a lot of changes and adjustments that had to be made on southern plantations. The Civil War changed the everyday activities and responsibilities of plantation operations and changed the lives of enslaved African Americans on those plantations. The South had to become more dependent on themselves which caused more dependency on the enslaved class of African Americans. This section will explore how the war altered the dependency on enslaved African American production.

(Reconstruction) Freedom, Heartbreak, and Violence

Reconstruction after the American Civil War was an effort to aid nearly 4 million newly freed African Americans in adjusting to everyday life. Reconstruction consisted of new laws, regulations, and programs that many were hoping would help reverse the effects of enslavement and the South secession from the North. Reconstruction prompted some victories and made lasting effects while also breeding hatred and fear. Reconstruction resulted in such victories as African Americans being elected to office, but resistance also created white terror. The end of reconstruction created a new system of Jim Crow Laws and policies.

- *Building a Better Tomorrow: The Freedmen's Bureau:* The Freedmen's Bureau was created in 1866 after the Civil War to aid former enslaved African Americans and those affected by the war. The Freedmen's Bureau attempted to provide economic and social aid through government programs. This section will explore the success and failures of the programs of the Freedmen's and its demise during reconstruction, while also exploring the Back to Africa movement.
- *The Devil Never Sleeps: White Terrorism and the Ku Klux Klan:* The end of the Civil War resulted in unfavorable outcomes for many individuals that believed in the philosophies of white supremacy. The end of the Civil War and the 13th amendment gave African Americans the freedoms that some believed they were not entitled to. Some whites began to fear the social mobility of African Americans and began to organize domestic terrorist organizations to cause fear and harm to African Americans. This section will explore the ideas of white supremacy and the creation of White terrorist groups after 1865, such as the Ku Klux Klan
- *Slavery by Another Name: Sharecropping and Prison Camp labor:* After the 13th amendment had been signed, there was still slavery being practiced in America. The 13th amendment makes slavery illegal "except in the penal system," giving former plantation owners and white supremacists a loophole to continue to practice enslavement. Some African Americans had begun to be disproportionately criminalized and sent to jail to be rented out as a field laborer. This section will explore the

continuation of slavery being practiced in America after 1865. Even those lucky enough to escape the prison camps were subjected to sharecropping, a new type of economic slavery which kept poor farmers tied to the land by their debt.

- *Beginnings of Jim Crow:* Jim Crow began at the end of the Civil War as African Americans gained their freedom. Black codes and laws were put that legally denied African Americans of fundamental human rights granted to them by the constitution. Jim Crow ostracized African Americans by denying employment, housing, education, and medicine. This section will explore the rise of Jim Crow laws and their effects, examine the different Jim Crow laws and social regulations in different states throughout the country and explore the anti-lynching movement with leaders such as Ida B. Wells.
- *Today's Lasting Effects:* The causes and effects of the Civil War remain prevalent in today's American society and have made impacts around the world. The main issues as to why the war began for the Union and Confederate are still debated scholastically and socially. Although some aspects of the logistics of the Civil War are being debated, there is no denying the social, economic, and political effects that remain as a result of the Civil War. This section will cover how the Civil War has affected America socially, politically, and economically since 1865. The section will also interpret continued battles between the North and South, current civil rights struggles, and the debate of the Confederate battle flag in today's society.
- *African American Federally Elected Officials-* Through some progress from Reconstruction African Americans were able to become elected officials federally and locally. Georgia native Rev. Henry McNeal Turner was one of the few African Americans elected to the house of representatives. Due to the rise of Jim Crow African Americans began to have little to no representation in law making, but the twenty-first century brought progress with the election of African American senators, Barack Obama and Kamala Harris.

Special Focuses (Room 6)

Keeping the Boys Fed: Wartime Production and Life on the Home Front:

Civilians in the North had a very different experience from their counterparts in the South. High demand for food, munitions, textiles, and industrial products gave almost everyone a chance to profit off the war. Northern textile factories were supplied by the US Treasury, who bought cotton from southern planters whose need for funds outweighed their sense of duty towards their newly created country. Despite this, Southern cotton exports decreased by 95 percent. Their pre-war economy was based almost entirely on cotton exportation, so the blockade proved crippling. The South was forced to refocus agricultural activity on food production and create new industries almost from scratch. All of this was done on the back of a poorly developed railway network. As the war progressed, Southern civilians, industries, and infrastructure were all subjected to ever more damaging Union raids. By war's end, the Southern economy was completely wrecked, and its civilians were left to rebuild nearly from scratch.

- *Big Kid on the Block: Northern Industrial and Agricultural Might:* Both the farms and factories of the Northern states were bountiful before the war. Northern farms were well integrated and supplied a diverse amount of foodstuffs. Northern factories manufactured a wide variety of products, especially textiles and weapons. This was all supported and linked by an excellent railroad and telegraph network, making both communication and transportation easy. This section will explore how Northerners capitalized on these advantages to win the war and make a profit while doing so.
- *Starving in the Southland: The South's Shift from Cotton to Foodstuff:* As cotton and other non-food trading took precedence over agricultural aims, starvation rocked the south. Women took to bread riots to feed their families, and men deserted the war to return home and help their survival
- *From Cottonfield to Factory Floor: New Industries in the South:* Southern leaders and planners quickly realized that their industrial capabilities and infrastructure were drastically underprepared for a modern war. The South only had one active cannon foundry in 1860. This dearth of industry provided bountiful opportunity for entrepreneurs to open businesses in support of the war effort. Makers of boots, uniforms, hats, bayonets, and other war related items cropped up around the South. In areas with convenient and sufficient water driven power, such as Columbus and Augusta in Georgia, heavier industries such as large-scale cotton mills, flour mills, and iron/powder works appeared. This section will explore the experience of both those who ran these industries and those who labored in them.
- *Working for the Devil: Enslaved Labor during the Civil War* Enslaved people were forced to labor in any number of menial jobs to support the Confederate war effort. Many enslaved people found themselves digging trenches to protect Confederate soldiers and burying the bodies of Confederate and Union soldiers in the aftermath of battles. A number of these enslaved people managed to escape to freedom behind Union lines, in some cases signing up for the Union Army. Others were brought by their masters to serve as personal servants; these individuals were lionized in the postwar South as proof of slavery's benevolence.

The Blind Leading the Blind: Classism during the Civil War

Classism is one of the most significant divides in American society. Economic differences and class divide played a significant role in the Civil War. Politically and at war, class was a distinct divider and often determined positions and treatment. The Civil War was the poor's burden and the rich man's war. Elite Planters and politicians had the most significant impact on the outcomes of the war, while it was left up to the poor to become soldiers and fight in the war. The wealthy were excused from fighting in the war, often choosing to send a poorer person in their place. The positions of the classes created tensions in the South, notably. During the Civil War, the North began to become more industrialized with the advancements of factories and railroad technologies. Class distinctions in the North began to become more apparent during and following the years of the Civil War. This section will discuss the effects the Civil War had on the class system in the North and the South.

- *Stacking the Deck: The Disproportionate Political Power of the Rich* Both the North and South were disproportionately controlled by members of the wealthy upper classes. In the North, this meant that industrialists, merchants, and quasi-aristocratic families called the shots. In the South, the planter class controlled politics with an iron fist. This section will explore how the opposing interests of these two wealthy minorities steered the nation towards open conflict and Civil War.
- *Purchasing a Substitute: The New York Draft Riots* The wealthy in the Union could pay a fine to avoid the draft, a process known as “purchasing a substitute”. This naturally led to tension, as the poor resented the rich’s ability to avoid combat while their sons were slaughtered on the front lines.
- *Southern Scalawags: How Plantation Families Brought Their Sons Home From the War* The political dominance enjoyed by slaveholding families meant that they had the luxury of controlling much of the Confederacy’s war policy, including details about recruitment and drafting. In 1862 the Confederate Congress enacted what would become known as the “20 Negro Law” which excused overseers of plantations which owned 20 or more enslaved people. In practice, this allowed the richest men to return to their homes while poor men toiled at the front. This led to considerable unrest in poorer counties, especially in Appalachia, some of whom defected to the Union during the war, the most famous example being the “Free State of Jones” in Mississippi.

Worse than Shawshank: The POW Experience

The POW experience of the Civil War was varied in terms of conditions and treatment of captives. In many instances, prisoners were still considered gentlemen by their captors, and treated with dignity. However, this was not always the case. As the war progressed, overcrowding and lack of supplies translated into inhumane treatment, disease, insanity, and death. This section will highlight specific camps which showcase the variety of treatments, and also touch on letter writing and interactions between prisoners and prison visitors.

- *Early Days of Decorum*: The gentleman mentality played a distinct role in the POW experience, especially in the earlier days of the war. This section will explore the allowances and brotherly regard between captives and captors, including a section regarding the allowed exchange of letters.
- *The Devil’s Lair in Dixie: Andersonville*: The POW experience varied throughout the War, but the horrors of Andersonville echo throughout time. This section will explore the horrors of this camp, and compare the experiences to other nearby camps
- *Tit for Tat: Confederate POWs*: Confederate prisoners, as a general rule, enjoyed better treatment than their Federal counterparts imprisoned in the South. However, when word of the appalling conditions at Andersonville reached the North, Southern prisoners of war were subject to increasingly harsh treatment. At the war’s end, they were released, many being forced to walk all the way back to their homes.
- *Escape from Hell*: For those who made it out of the camps alive, it was just the start of a long journey in healing. This section will explore the state of those who made it out, and what this meant for them and their families

For Whom the Bell Tolls: Death and Mourning

The Civil War was one of the deadliest wars in American history. Death transcended racial, economic, and ideological boundaries, but was experienced and mourned for uniquely depending upon these circumstances. Death was experienced on the frontlines, on journeys home, by families eagerly awaiting word of their loved ones, by civilians caught in the fray, and in the agitation of the war's aftermath. Additionally, the high mortality rate changed the funeral industry and practices, introducing embalming practices in efforts to preserve bodies that were being shipped back home from the frontlines. Women specifically took part in obligatory mourning rituals, and often traveled to find the remains of their dear departed.

- *Searching for Lost Loved Ones:* Due to the chaos of the war and the high mortality rate, it was often the case that fallen soldiers were buried on the spot they had fallen or in some nearby location of convenience. This section will explore the long journeys taken by family members, in particular the matriarchs, to recover the bodies of their loved ones so the mourning process could officially begin
- *Mourning Rituals: A Dark Shroud:* In the 19th Century, mourning rituals were guided by Victorian styles and were quite involved. This section will explore the unique aspects of these rituals, the clothing and accessories of mourning, the hierarchy of mourners, and the ways in which the war and a lack of resources made alterations in mourning practices.
- *Mourning Song:* In many instances, mourning and music transcended or highlighted differences between race, gender and class. We want to acknowledge that everyone lost someone in this war, but look at differences in dress after a loss, in grieving time, in public and private rituals. As a subsection within the mourning section, mourning through music could ask to whom did these lyrics speak, and were there different songs of mourning within African American and Native American groups. Additionally, this section can describe the emotional connection to music during this time, and how music could say things which were difficult to say out loud. Listening to music during times of despair is ubiquitous throughout history, and as such this topic can create an empathetic connection with the audience.
- *A Shared Experience:* The vast numbers of deaths from a similar source changed the mourning experience in America, from a private affair to shared experience. This section will look at how the transition played out, including changes to preservation of bodies, and ending with the death and funeral of Lincoln.

Out of the Pan and Into the Fire: Immigrants in the Civil War:

The Civil War featured thousands of immigrant combatants and civilians on both sides of the conflict. Both armies fielded units which were wholly comprised of immigrant troops. The Union, in particular, boasted massive Irish and German contingents. This section will explore the reasons that these immigrants enlisted, whether it was to gain citizenship, more fully integrate themselves into their new homeland, or that they were forcibly drafted.

Against the Grain: Dissenters and Deserters

Both sides experienced strong undercurrents of dissent. While many certainly did not agree with or support the political reasons for the war, others were driven by deep-seated religious or pacifistic beliefs. This section will explore the choices taken by many of these dissenters as well as what happened when they were confronted with compulsory draft laws.

An Imperfect Union: Westward Expansion during the Civil War

Native Americans were wrapped up in the origins of the Civil War due to white squabbles over whether or not the stolen Indian territory would join the Union as states which allowed slavery. By the time of the Civil War, the Great Plains were some of the last Indian territories unconquered by whites. During the war, some individuals and tribes aligned with the Confederacy, creating paranoia amongst the Unionists settlers on the plains which resulted in increased conflicts between tribes and the settlers. Broken treaties, unprovoked massacres, and constant fighting came to define the experience in this area during the war and set the stage.

Introductory Panel

The United States' Civil War was one of America's greatest struggles between morality and greed. Our nation's bloodiest conflict pitted the industrial North (Union) against the agrarian South (Confederate) over the egregious system of chattel enslavement. Up to 850,000 soldiers were killed on battlefields from Northern Virginia to New Mexico. Meanwhile, women, African Americans, and immigrants seized control of their futures in wartime occupations while Indigenous People responded to massacres and broken treaties by the government.

1865 brought the Confederacy's defeat and the emancipation of all enslaved people in the United States. The postwar years, known as Reconstruction, saw the North focus on subjugating the Indigenous Plains Nations while the South focused on rebuilding and attempting to stifle the newfound social, economic and political mobility of African Americans, resulting in Jim Crow segregation. Although segregation was outlawed in 1965, its consequences still affect American race relations today.

Greed Panel

The Southern economy was agrarian, built on the backs of the forced labor of enslaved people. Slavery in the United States, often called the "Peculiar Institution", began in 17th century Virginia. The planter class, the tiny minority of white families who came to own the majority of enslaved African Americans and land, reaped handsome profits from selling crops such as cotton, tobacco, and rice to Northern and European merchants.

To protect their profits, planters subjected enslaved people to a strict racial hierarchy, brutal working conditions, harsh punishment, rape, and the forced separation of families; abuses which led to calls for abolition in the North. Fearing abolition under Abraham Lincoln, Southern planters elected to secede from the union and sparked the Civil War. Poorer southerners joined the fight for several reasons: including for honor, protecting their homes, and adventure. Whatever their cause, they fought the definition of a rich man's war.

Rage Panel

The combatants in the Civil War were incredibly confident that the war would be a quick victory for their respective side. They were quickly disillusioned. Brutal combat with newer, deadlier weapons led to killing on an industrial scale for 4 years. Despite their supposed civility and hospitality, southern troops behaved barbarically when confronted by African American troops in Union uniforms. Innovative commanders such as Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Ulysses S. Grant turned conventional tactics on their head in battlefields stretching from the Mississippi River to the fields of Northern Virginia.

Realizing their superiority in industry and manpower, Union leaders waged a war of attrition which ground down Confederate morale and numbers, resulting in the captures of Atlanta, Savannah, and Richmond. Their back broken, the rebellious South was subdued and the victorious North set about the task of establishing a new order.

Responsibility Panel

Women have proven to be the backbone of American society during our greatest times of need and during the American Civil War was no different. Women offered aid to soldiers during battle taking up the responsibilities of medical aid and nursing the wounded. Although women served in these traditionally known roles, during the Civil War over 400 hundred women fought in the war for both the Confederate and the Union. Women organized to create brigades and organizations to support soldiers throughout the entire course of the civil war. The war helped to push the boundaries of the role of women in society. The Civil War helped propel the position of women in American society and by the end of the War the world began to realize that women can do it too.

Waiting Panel

The lives and destiny of African Americans were the central issues surrounding the Civil War. African Americans helped to build the economic foundations of America, but by 1860 were still being rejected for their freedom from the system of enslavement. By 1860 there were nearly 4 million African Americans enslaved in the United States, which was America's number one labor system. The battle of the North and the South for enslaved African Americans was the battle between freedom and enslavement. In order to examine the Civil War, it is imperative to understand the lives and contributions of the individuals that the war affected the most. For many African Americans, the Civil War was the fight for their humanity.

Reconstruction Panel

Reconstruction after the American Civil War was an effort to aid nearly 4 million newly freed African Americans in adjusting to everyday life as free people. Reconstruction consisted of new laws, regulations, and programs that many hoped would help reverse the effects of enslavement and the South's secession from the Union. Reconstruction prompted some victories such as the election of over 1,500 African Americans to public office, such as Henry McNeal Turner.

These successes prompted resistance from white southerners dedicated to preserving their systems of racial superiority. They bred domestic terror and fear with groups such as the Ku Klux Klan. These groups, operating with the support of local officials, launched a voter

suppression campaign which ended with the removal of all the newly elected African-Americans from office. This signalled the end of Reconstruction as white politicians ushered in Jim Crow segregation, the repercussions of which still affect America today.

Conclusion Panel

The American Civil War tore our nation in half. Hundreds of thousands lay dead on the battlefields at the war's end. The former Confederacy lay in total ruin. The period known as Reconstruction entailed not only a physical rebuilding of the former Confederacy, but also a spiritual healing of the nation.

Physically, the Confederate states entered the "New South" era of industrial and commercial activism. **Spiritually, the nation has never fully healed.** While the veterans made their peace, the Southern "Lost Cause" ideology never died. Debates still rage about the war's origins. The legacy of Jim Crow segregation in the South adds another layer to this argument, as America struggles with segregation's implications. **IT IS TIME** for Americans to come together to understand the difficult truths of our nation's past, and look to forge a new, better path for the future.

Greed (Before the War)

1. *Greedy Bastards: The Influence and Ideology of the Planter Class*
 1. Fehrenbacher, Don E. *Slavery, Law, and Politics: The Dred Scott Case in Historical Perspective*. Oxford: Oxford University Press, 1981.
 2. Foner, Eric. *Politics and Ideology in the Age of the Civil War*. Oxford: Oxford University Press, 1981.
 3. Varon, Elizabeth R. *Disunion!: The Coming of the American Civil War, 1789–1859*. Chapel Hill: University of North Carolina Press, 2008.
2. *A Beacon of Light*
 1. Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Boston: The Anti-Slavery Office, 1845.
 2. Sinha, Manisha. *The Slave's Cause: A History of Abolition*. New Haven: Yale University Press, 2016.
3. *Splitting at the Seams: Secession:*
 1. Green, Fletcher M. *Constitutional Development in the South Atlantic States, 1776–1860: A Study in the Evolution of Democracy*. Chapel Hill: University of North Carolina Press, 2008.
 2. Holt, Michael F. *The Fate of Their Country: Politicians, Slavery Extension, and the Coming of the Civil War*. New York: Hill and Wang, 2005.
 3. Olsen, Christopher J. *Political Culture and Secession in Mississippi: Masculinity, Honor, and the Antiparty Tradition, 1830–1860*. Oxford, New York: Oxford University Press, 2002.
4. *At The Dark End of The Street*
 1. Camp, Stephanie M. *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. Chapel Hill: The University of North Carolina Press, 2004.
 2. McGuire, Danielle. *At The Dark End of the Street: Black Women, Rape, and Resistance-- A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage Books, 2011.

Rage

1. *Winfield Scott and the Anaconda Plan:*

1. Anderson, Bern. *By Sea and By River: The naval history of the Civil War*. New York: Da Capo Press, 1989.
2. Fuller, Howard J. *Clad in Iron – The American Civil War and the Challenge of British Naval Power*. Annapolis: Naval Institute Press, 2008.
2. *Tackling a Tiger: The War in Virginia 1861-1863, The Union Overruns Tennessee and Mississippi, Hightide For the Confederacy: Gettysburg and Vicksburg, Breaking the Camel's Back: Union Victories in 1864 Appomattox and the Death of the Confederacy:*
 1. Baker, Jean H., David Donald, Michael F. Holt. *The Civil War and Reconstruction*. New York: W. W. Norton & Company, 2001.
 2. Guelzo, Allen C. *Fateful Lightning: A New History of the Civil War and Reconstruction*. Oxford: Oxford University Press, 2012.
 3. McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. Oxford, New York: Oxford University Press, 1988.
 4. Rhodes, John Ford. *History of the Civil War, 1861–1865*. New York: The Macmillan Company, 1917.
 5. Weigley, Frank Russell. *A Great Civil War: A Military and Political History, 1861–1865*. Bloomington: Indiana University Press, 2004.
3. *Emancipation Proclamation: How Far Did It Reach*
 1. Jones, Howard. *Abraham Lincoln and a New Birth of Freedom: The Union and Slavery in the Diplomacy of the Civil War*. Lincoln, Nebraska: University of Nebraska Press, 1999.
 2. Masur, Louis P. *Lincoln's Hundred Days: The Emancipation Proclamation and the War for the Union*. Harvard: Harvard University Press, 2012.
4. *Harriett Tubman's Raid on Combahee River*
 1. Kate Clifford Larson, *Bound For The Promised Land: Harriet Tubman, Portrait Of An American Hero*, pp. 212–214, accessed 27 January 2011
5. *Soldiers as Contraband*
 1. Taylor, Amy Murrell. *EMBATTLED FREEDOM: JOURNEYS THROUGH THE CIVIL WAR'S SLAVE REFUGEE CAMPS*. (Chapel Hill: University of North Carolina Press, 2018)

Responsibility

1. *Expanding Roles: How the War Changed Women's Societal Roles*
 1. *Women's War: Fighting and Surviving the American Civil War*. Stephanie McCurry. Harvard UP. 2019.

2. *Starting at the New Job: War-time Responsibilities*

1. Cordell, M. R. *Courageous Women of the Civil War: Soldiers, Spies, Medics, and More (Women of Action)*. Chicago: Chicago Review Press, 2016.
2. Schultz, Jane E. *Women at the Front: Hospital Workers in Civil War America*. Chapel Hill, North Carolina: University of North Carolina Press, 2004.

3. *For the Vote! The Women's Suffrage Movement*

- a. Weiss, Elaine. *The Woman's Hour: The Great Fight to Win the Vote* (Viking Penguin, 2018)

4. *African American Women*

- . <https://www.lib.umd.edu/civilwarwomen/womens-histories/free-black-women> “Free Black Women”

African Americans

1. I AM A MAN: The Lives of African American Soldiers

1. <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/african-american-soldiers-during-the-civil-war/> “African-American Soldiers During the Civil War”
2. James G. Mendez, [A GREAT SACRIFICE: NORTHERN BLACK SOLDIERS, THEIR FAMILIES, AND THE EXPERIENCE OF CIVIL WAR](#). (Fordham University Press, 2019)

2. Lives of Free African Americans

1. *Between Slavery and Freedom: Free People of Color in America From Settlement to the Civil War*(United Kingdom: Rowman and Littlefield, 2014)
2. <https://www.loc.gov/exhibits/african-american-odyssey/free-blacks-in-the-antebellum-period.html> “The African American Odyssey: A Quest for Full Citizenship”

3. The Lives of Enslaved African Americans during the War

1. Sydney Nathans [A Mind to Stay: White Plantation, Black Homeland](#). (President and Fellows of Harvard College, 2017)

(Reconstruction) Freedom, Heartbreak, and Violence

1. Building a Better Tomorrow: The Freedmen's Bureau:

1. [Farmer-Kaiser](#), Mary J. *Freedwomen and the Freedmen's Bureau: Race, Gender, and Public Policy in the Age of Emancipation*. (New York: Fordham University Press, 2010)
2. Cimbala, Paul A. *The Freedmen's Bureau: Reconstructing the American South After the Civil War*. Huntington: Anvil, 2005.
3. Vaughn, William Preston. *Schools for All: The Blacks and Public Education in the South, 1865–1877*. Louisville: University Press of Kentucky, 2015.

2. The Devil Never Sleeps: White Terrorism and the Ku Klux Klan:

- a. Bartoletti, Susan Campbell, *They Called Themselves the K.K.K.: The Birth of an American Terrorist Group*. (New York, Houghton Mifflin, 2010)
- b. Gordon, Linda. *The Second Coming of the KKK: The Ku Klux Klan of the 1920s and the American Political Tradition*. (New York: Liveright, 2017)

3. Slavery by Another Name: Sharecropping and Prison Camp labor

- . Blackmon, Douglas A. *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II* (New York: Random House, 2009)

4. Beginnings of Jim Crow

- . Gates III, Henry Louis. *Stony the Road: Reconstruction, White Supremacy, and the Rise of Jim Crow*. (Penguin Books, 2019)
- a. Nathans, Elizabeth Studley. *Losing the Peace: Georgia Republicans and Reconstruction, 1865–1871*. Baton Rouge, Louisiana State University Press, 1969.

5. Today's Lasting Effects

- . Coates, Ta-nehisi. *Between The World and Me*.

6. African American Federally Elected Officials

- . Behrend, Justin. *Reconstructing Democracy: Grassroots Black Politics in the Deep South after the Civil War*. Athens: University of Georgia Press, 2015.

Keeping the Boys Fed: Wartime Production and Life on the Home Front

1. Big Kid on the Block: Northern Industrial and Agricultural Might

1. Gallman, J. Matthew. *The North Fights the Civil War: The Home Front*. Chicago: Ivan R. Dee, 1994.

2. Hess, Earl J. *Liberty, Virtue, and Progress: Northerners and Their War for the Union*. New York: New York University Press, 1988.
2. Starving in the Southland: The South's Shift from Cotton to Foodstuff
 1. Gates, Paul W. *Agriculture and the Civil War*. New York: Alfred A. Knopf, 1965.
 2. Massey, Mary Elizabeth. *Ersatz in the Confederacy: Shortages and Substitutions on the Southern Homefront*. Columbia, South Carolina: University of South Carolina Press, 1994.
 3. Morgan, Chad. *Planters' Progress: Modernizing Confederate Georgia*. Gainesville, University Press of Florida, 2005.
3. From Cottonfield to Factory Floor: New Industries in the South
 1. Bonner, Michael Brem. *Confederate Political Economy: Creating and Managing a Southern Corporatist Nation*. Baton Rouge, Louisiana State University Press, 2016.
 2. Wilson, Harold S. *Confederate Industry: Manufacturers and Quartermasters in the Civil War*. Jackson: University Press Of Mississippi, 2002.
4. Working for the Devil: Enslaved Labor during the Civil War
 1. Blight, David W. *A Slave No More: Two Men Who Escaped to Freedom: Including Their Own Narratives of Emancipation*. Orlando: Harcourt, 2007.
 2. Mohr, Clarence L. *On the Threshold of Freedom: Masters and Slaves in Civil War Georgia*. Athens, Georgia: University of Georgia Press, 1986.

The Blind Leading the Blind: Classism during the Civil War

1. Stacking the Deck: The Disproportionate Political Power of the Rich
 1. Marten, James. *Civil War America: Voices from the Home Front*. Santa Barbara: ABC-CLIO, 2003.
2. Purchasing a Substitute: The New York Draft Riots
 1. Bernstein, Iver. *The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War*. London: Oxford University Press, 1990.
 2. Geary, James W. *We Need Men: The Union Draft Riot in the Civil War*. DeKalb, Illinois: Northern Illinois University Press, 1991.
3. Southern Scalawags: How Plantation Families Brought Their Sons Home From the War

1. Williams, David. *A People's History of the Civil War: Struggles for the Meaning of Freedom*. New York: New Press, 2005.

Worse than Shawshank: The POW Experience

1. Early Days of Decorum

1. Sanders, Charles W., Jr. *While in the Hands of the Enemy: Military Prisons of the Civil War*. Louisiana State University Press, 2005.
2. Speer, Lonnie R. *Portals to Hell: Military Prisons of the Civil War*. 1997.

2. The Devil's Lair in Dixie: Andersonville

1. Kelley, Daniel G. *What I Saw and Suffered in Rebel Prisons*. Buffalo, New York: Thomas, Howard and Johnson, 1868.
2. Marvel, William. *Andersonville: The Last Depot*. University of North Carolina Press, 1994.

3. Tit for Tat: Confederate POWs

1. Burnham, Philip. *So Far from Dixie: Confederates in Yankee Prisons*. New York: Taylor Trade Publishing, 2003.
2. Levy, George. *To Die in Chicago: Confederate Prisoners at Camp Douglas 1862–1865*. Gretna, Louisiana: Pelican Publishing Company, revised edition 1999.

4. Escape from Hell

1. Denney, Robert E. *Civil War Prisons & Escapes: A Day-by-Day Chronicle*. New York: Sterling Publishing Co., 1993.
2. Wheelan, Joseph. *Libby Prison Breakout: The Daring Escape from the Notorious Civil War Prison*. New York: Public Affairs, 2010.

For Whom the Bell Tolls: Death and Mourning

1. Searching for Lost Loved, Mourning Rituals: A Dark Shroud. Ones Mourning Song, A Shared Experience
 1. Schantz, Mark S. *Awaiting the Heavenly Country: The Civil War and America's Culture of Death*. Ithaca: Cornell University Press, 2008.

Out of the Pan and Into the Fire: Immigrants in the Civil War

1. Kaufmann, Wilhelm. *The Germans in the American Civil War, With a Biographical Directory*. Carlisle.: John Kallmann Publishers, 1999.

2. Keller, Christian B. *Chancellorsville and the German: Nativism, Ethnicity, and Civil War Memory*. New York: Fordham University Press, 2007.
3. Samito, Christian G. *Becoming American Under Fire: Irish Americans, African Americans, and the Politics of Citizenship During the Civil War Era*. Ithaca, New York: Cornell University Press, 2009.

Against the Grain: Dissenters and Deserters

1. Cisco, Walter Brian. *War Crimes Against Southern Civilians*. Gretna, Louisiana: Pelican, 2007.
2. Dyer, Thomas G. *Secret Yankees: The Union Circle in Confederate Atlanta*. Baltimore: Johns Hopkins University Press, 1999.

An Imperfect Union: Westward Expansion during the Civil War

1. Berg, Scott W. *38 Nooses: Lincoln, Little Crow, and the Beginning of the Frontier's End*. New York: Pantheon, 2012.
2. Kelman, Ari. *A Misplaced Massacre: Struggling over the memory of Sand Creek*. Cambridge, Massachusetts: Harvard University Press, 2013.

● Exhibit Description:

Main Goals:

- *What is the exhibit all about?*
 - The exhibition will explore the events and social structures of the U.S. Civil War from an inclusive perspective. The themes discussed will be situated in the broader discussion of slavery, emancipation, and Reconstruction, and will follow the varied struggles of the war. Themes discussed include but are not limited to the South's dependence on slavery, a breakdown of important military events, the female experience, African Americans during the war, and Reconstruction and aftermath.
- *Why is it being created?*
 - The aims of this exhibit are to provide a more complete and updated discussion of the Civil War and its continuing effects on today's society. It will provide a counterweight to the U.S. Civil War discourse which keeps the stories of women, African Americans, immigrants, and Native Americans in the periphery, and in so doing will aid in the mission of reaching a broad audience with a more holistic dialogue through varied representation.
- *What will it achieve?*
 - The exhibition will educate patrons on the traditional and uncommon history and outcomes of the American Civil War through the topics of economic dependency on the system of enslavement, the physical battle of the Civil War, the lives of women during the Civil War, African American lives during the Civil War, and Reconstruction.
- *Why should a visitor come to see the exhibit?*
 - The exhibition will offer a unique and insightful historical experience exploring the American Civil War through historically taboo topics and

perspectives that offer a more conscious evaluation of the War and its lingering effects.

- *What will the exhibit feel like to visit?*
 - The exhibit will move visitors. Many will have their beliefs challenged and be forced into uncomfortable new territory. They will be shown the many faces of the war. We want to inspire meaningful conversations, many of them difficult ones, both within themselves and with other visitors. We want them to feel informed, challenged, and enlightened. We would like them to feel comfortable, and not attacked, but also not coddled.
- *What is the expectation for the knowledge and understanding visitors will bring to the exhibit?*
 - We expect visitors to have a basic understanding of the Civil War which means, visitors would need to know the different sides of the war and distinguish the major figures.
- *What is the expectation for the knowledge and understanding visitors will take away from the exhibit?*
 - We expect visitors to have an expanded knowledge of the war, its causation, and how it affected civilian lives both on the battlefield and homefront.
- *How will these be measured?*
 - We will send out randomized surveys to various guests to determine whether or not the guests gained any further knowledge from the exhibit.

• Target Audience:

The primary audiences we hope to reach out to in this exhibit include Adults, 4th-8th graders, and populations outside of the Atlanta area. The exhibit will allow these visitors to explore what events and reasonings led to the U.S. Civil War, the experiences felt by those who lived during the course of the war, and what kinds of legacies were left behind throughout the U.S. once the war was over.

- 4th-8th grade students will be able to engage in interactive exhibits and open up to a more broad conceptualization of the American Civil War. In conjunction with Georgia Excellent Standards, Parceled Freedom and the Atlanta History will strive to educate younger audiences with the help of local schools.
- Adults will be provided with a reformation of ideology concerning the American civil War and an inclusive experience regarding all those involved in its duration.

- Individuals outside of the Atlanta area will have the opportunity to visit an exhibition that, not only, tells of the regional and local history but provides a way to connect and promote the entire story of the American Civil War.

Plans for reaching Target Audience:

- **Media Outreach:**

TV and Radio Interview:

WSB

People 2 People

Good Day Atlanta

City Hall Channel 26

Georgia News Network

Fox Five News

Channel 2 News

Feature stories:

Associated Press

AJC

Northside Neighbor

Buckhead Reporter

AJC Sepia (targeted to African American readers)

What Now Atlanta

Atlanta Daily World

The Atlanta Inquirer

Georgia Voice

- **Social Media:**

Marketing ideas:

- Give a special promotion to members in a mailout
- Promote on social media about Parceled Freedom
 - Facebook
 - Instagram
 - Snapchat
 - Tik Tok
 - AHC website

Target social media accounts that focus on Atlanta events, Atlanta culture, and Atlanta in general:

@atlantaxplr, @atlantagram, @cmonboardatl, @atlbucketlist, @atladventurer

@cityofatlanta, @discoveratlanta, @weloveatl, @whyiloveatl,
 @AtlantaHistoryCenter, @a_t_l_a_n_t_a, @atlantafortheyoung, @coolatlanta,
 @chooseatl, @batteryatlanta, @downtownatlanta, @cityofatlantaga

- **Budget: \$50,000**

• **Implementation timeframe:**

Exhibition Promotion Time Frame Example-

June-August 2021

- **Weekly Social Media posts**
- **Paid promotions**
 - **Television**
 - **Newspapers**
 - **Radio**
- **Put up billboards**
 - **English**
 - **Spanish**

September 2021

- **Every other day posts**
- **Social Media Influencer makes promotions**

October 2021

- **Daily posts**
- **Weekly Social Media posts**
- **Paid promotions**
 - **Television**
 - **Newspapers**
 - **Radio**

November-December 2021

- **Weekly posts**
- **Paid Promotions**

- **Tourism and Promotion:**

A Contribution to our sense of Community and Identity:

Organized by the Atlanta History Center, with help from the University of West Georgia and the Dubose Family, Parceled Freedom will include an intimate yet powerful display of artifacts and images relating to diverse topics and important issues often overlooked by traditional narratives. The exhibition will educate patrons on the traditional and uncommon history and outcomes of the America Civil War through the topics of economic dependency on the system of enslavement, the physical battle of the Civil War, the lives of women during the Civil War, African American lives during the Civil War, and Reconstruction.

Communicate with Hotels for opening dates and tourism-

- 232 Buckhead hotel contacts
- 143 Midtown hotel contacts
- 165 Downtown Hotel contacts
- 188 airport area hotel contacts
- 38 Cumberland area hotel contacts
- 62 Decatur area hotel contacts
- Provide rack cards and advertising literature for these entities.

Collateral Distribution-

- Visitor Information Centers (VICs)

- Total of 3,300 rack cards delivered to 11 VICs

-Budget: \$280,000

- **Public Advertising:**

Ground Work:

- Send out flyers to communities that we want to reach out to
 - 200 Fliers
- Promote in local businesses with permission from them
 - 200 Fliers
- Use coupons for discounts on first visit.
 - Placed on windshields of cars in surrounding parking structures and Shopping centers
- Collaboration with other Museums for deals and Promotions.
 - A possible option, with the purchase of a membership from The Atlanta History Museum, Coca-Cola would offer a half price ticket admission to their Museum.
 - This could be used in conjunction with other institutions in Atlanta or surrounding areas as well

High Profile:

- Billboards
 - 1 high profile for native English speakers
 - Digital billboard- \$15,000 per month
 - 1 high profile for native Spanish speakers
 - Digital billboard- \$15,000 per month
 - 12 large poster prints for distribution

- Budget: \$300,000

The United States Civil War as a cataclysmic step in the struggle between the founding ideals of equality and the realities of racism and enslavement. The struggle continues.

THE ATLANTA HISTORY CENTER PRESS RELEASE



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● **Programming Opportunities:**

- **Mobile Software Development Companies**

If the Atlanta History Center is looking to develop mobile software for visitor engagement through downloadable applications on smart devices. The following is a list of the top four mobile software developing companies for downloadable apps.

- 1. VironIT –**

1-877-797-0390

info@vironit.com

<https://vironit.com/>

- 2. Zco –**

603-881-9200

<https://www.zco.com/contact/>

- 3. WillowTree-**

1-888-329-9875

info@willowtreeapps.com

<https://willowtreeapps.com/>

- 4. Fueled –**

212-763-7726

HELLO@FUELED.COM

<https://fueled.com/contact>

- 1. Create a position for social media blogging or vlogging to take place.**

- 2. Social Media Influencer position**

- Budget: \$120,000

● Marketing Potential:

Special Events for the Museum:

Opening Day Activities:

- Cocktail event
- Picnic (Chick-Fil A Donations Possibly)
- Bring in a speaker that reflects upon the new interpretation of the exhibit
- Incorporating a fun activity that engages visitors in the exhibit
- Create an introduction video to the exhibit that highlights the new narratives being displayed throughout the exhibit

- Kids get in free on historical holidays relating to Civil War events
 - April 9, General Robert E. Lee surrenders to General Ulysses S. Grant at the Appomattox Court
 - (End of the War)
 - April 12, Battle of Fort Sumter Charleston Harbor, South Carolina
 - (Start of Civil War)
 - July 21, First Battle of Bull Run Manassas, Virginia
 - July 22, Battle of Atlanta, Georgia
 - September 17, Battle of Antietam / Sharpsburg

- Chick Fil-A Special once a month.
 - If Chick Fil-A chooses to make donations once a month then this will result in a pure profit margin for the Museum.
 - Possibly order food on saturday and have food on sunday
 - We would be the only place in town that would sell Chick-Fil A on sunday.

● Communication

Potential Partners and Diversity Outreach:

- Colleges and Universities
- Senior Living centers
- Elementary and high schools
- Tour Companies
- Living history reenactment groups
- Girl and Boy Scout groups
- Fraternal organizations and sororities
- Veterans associations
- 4-H clubs
- Atlanta Woman's club

- **The Black Women's Coalition of Atlanta**
- **Afro-American Historical and Genealogical Society, Inc.**
<http://aahgsatl.org/>
- **Auburn Avenue Research Library on African American Culture and History**
- **Rainbow Push Coalition**
- **LGBT institutions; Atlanta Pride Committee, Southerners on New Ground, and Touching Up Our Roots.**

• **Budget Overview:**

Total Budget for Development and Marketing- \$750,000

- Programming opportunities- \$120,000
- Public Advertising- \$300,000
- Tourism and Promotion- \$280,000
- Media Outreach- \$50,000
 - Total- \$750,000

**FOR IMMEDIATE RELEASE: [Fall of 2021]
[The Atlanta History Center]
[404.814.4000]
[atlantahistorycenter.com.]**

Parceled Freedom [The Struggle for a More Perfect Union]

Atlanta ,Georgia: The Atlanta History Center announces the opening of Parceled Freedom: The Struggle for a More Perfect Union, a new exhibition at our institution. Parceled Freedom will be taking a more contemporary and inclusive approach to educating visitors about the U.S. Civil War. The exhibition will explore the events and social structures of the U.S. Civil War from many different perspectives.

Exciting diverse narratives are introduced among the exhibit's themes: the south's dependence on slavery, a breakdown of important military events, the female experience, African Americans during the war, and Reconstruction. The incorporation of interactives throughout the exhibit such as, Follow my March, Explorer corners, the Carrie Berry Immersive Experience, and much more offer new ways to create deeper meanings among visitors by understanding the exhibit's themes in participatory experiences. Through this exhibition we would like to reach out to 4th through 8th graders, college students, adults and individuals outside of the Atlanta area to educate visitors on what life was like before and during the Civil War, and during Reconstruction; which will include the events leading up to the war and the assassination of President Lincoln.

"We want to re-define the national understanding of what happened in those crucial four years," says Dr. Gordon L. Jones, Senior Military Historian at the Atlanta History

Center, "It's not your grandfather's Civil War any more."

Features and benefits of Parceled Freedom: The Struggle for a More Perfect Union include.

- feature #1,

Interactive exhibits:

1. Follow My March-
 - a. The visitors would learn which units were involved in certain battles such as Gettysburg, Vicksburg, and The Battle of Atlanta
2. Soldier's Sack-
 - a. Visitors can try this interactive to experience what it was like for soldiers who had to carry this heavy sack during their marches.
3. Carrie Berry Immersive Experience Interactive-
 - a. Immersive bombardment shelter where the visitors would experience what it was like for women and children during the Battle of Atlanta. Sounds of cannons and fighting echoing throughout the immersive exhibit.
4. Who Lives, Who Dies, Who Tells Our Stories? QR Code Scans
 - a. Visitors would receive a code with an individual's story such as a soldier, POW, woman, child, African American, Native American, or immigrant. They have to walk around the exhibit to find clues about their individual's story. At the end, they would receive the complete profile of their individual to show whether they lived, died, or survived during the war.
5. The Civilian Experience
 - a. Immersive bombardment shelter where the visitors would experience what it was like for women and children during the Battle of Atlanta
6. Voting Simulation
 - a. A simulation of what voting was like for african americans during reconstruction
7. The Use of Terror during Reconstruction
 - a. Have a motion-sensor kiosk that would play 2-3 minute videos of Klan gatherings, lynchings, marches, cross-burnings and political cartoon drawings. Show how terror was used as an intimidation tactic on African Americans in the South. Educates the visitor on the injustices and cruelties done to freed African Americans during Reconstruction
8. Freedmen's School
 - a. On the walls, there would be information about the founding of the Freedmen's Schools, the impacts on the African American community, who funded the schools, and the aftermath of the Freedmen's Schools.

9. The Underground Railroad Map

- a. Allows the visitor to choose any routes that Harriet Tubman took enslaved people from Maryland to the South.

10. African American Experiences and Stories

- a. The video walls tell the African American experiences during the Civil War through four distinct stories: a sailor, a soldier, an enslaved person, and a labor worker.

11. The Cotton Gin

- a. The interactive would be like a before and after simulation, for example, a visitor can put in a piece of cotton that is seeded, watch the process of the de-seeding, then the clean cotton comes out. Diagrams showing that this invention boosted the south's economy and the need for more slaves to operate the cotton gins

• feature #2

Diverse Teaching Experiences:

1. POW Soldiers' Experiences through Photographs (4th and 8th graders)
 - a. Explain Georgia's role in the war and describe what they see through the photographs
 - b. Talk about relevant issues and being able to identify the causes, major events, and major historical figures with the Civil War and Reconstruction
2. Letters from the Homefront and War (college)
 - a. Read and interpret letters from women and African Americans at home or at war during the time of the Civil War, Form a connection between the content and context of the letters
3. Hear My Story: Life During the War
 - a. "Living History" Uses oral stories, letters, correspondences, and period attire to tell individual stories of people involved in the war and on the homefront, Creates a connection of emotion and engagement through visitor's experiences
4. Learning Trunks/Traveling Trunks
 - a. The trunks contain objects that pertain to the subject of where it is located; teachers can use these trunks to teach their students about the object's relevance to the war.

• feature #3

Objects which will be used for African American narratives:

1. Abolitionist token
2. Picture of an enslaved cabin from the Point of the Pines Plantation in Charleston County

Objects for Women's roles in the war:

1. Catherine Bellingrath dress in Cyclorama
2. Roderick Perry papers
3. 1st U.S. colored infantry picture, 1861-1865 from the Library of congress

[Parceled Freedom: The Struggle for a More Perfect Union] will be available starting [Fall of 2021], at [price point]. For more information on [Parceled Freedom], visit <https://www.atlantahistorycenter.com/visit-us>

About The Atlanta History Center:

Founded in 1926, the Atlanta History Center is an all-inclusive, 33-acre destination featuring the Atlanta History Museum, one of the nation's largest history museums; three historic houses, the 1920s Swan House, the 1860s Smith Family Farm, and the 1830s Wood Family Cabin; Goizueta Gardens; the Kenan Research Center; the Grand Overlook event space; a museum shop and bookstore; a Souper Jenny café; and a BRASH coffee shop. In addition, the History Center welcomes visitors to Margaret Mitchell House at Atlanta History Center Midtown.

The Atlanta History Center is open 9:00am-4:00pm Tuesday- Sunday and is closed on Monday (ticket sales until 4:30pm daily). For more information, please call 404.814.4000 or visit atlantahistorycenter.com.

Top Tier Donor:**Average Donation****Robert W. Woodruff Foundation, Inc.****\$3,000,000****Benefits:**

- Dedication of the foundation's name for their contribution on the Press Release for the exhibit, the exhibition's recognition plaque, on the AHC's website for the exhibition, name mentioned on opening day flyers, and their foundation's name mentioned on flyers and mail outs distributed to members and other individuals within the Greater Atlanta community.
- Early access to ticket pricing for friends and family of the foundation
- Special recognition of the foundation at the opening day event for the exhibit

Second Tier Donors:**Benefits:**

- Recognition of the foundation's name for their contribution on the Press Release for the exhibit, opening day flyers, and on the AHC's website for the exhibit
- Mention the foundation's additional community endeavours on opening day of the exhibit
- Offer special discounts on ticket prices for exhibition

Lettie Pate Evans Foundation, Inc.**\$2,000,000****The Goizueta Foundation****\$1,000,000****The Coca-Cola Foundation, Inc.****\$900,000****The Arthur M. Blank Foundation****\$800,000****Third Tier Donors:**

Benefits:

- Recognition of the foundation's contribution on the AHC's website and listed on the flyers for the opening day of the exhibit
- Special discounts on ticket pricing for the exhibition

Callaway Foundation, Inc.	\$650,000
Bradley-Turner Foundation	\$500,000
O. Wayne Rollins Foundation	\$450,000
Georgia Power Foundation, Inc.	\$300,000
Chick-Fil-A Foundation, Inc.	\$200,000

Fourth Tier Donors:

Benefits:

- Recognition of the foundation's contribution on the AHC's website
- Mentioned for their gift on opening day of the exhibition

Community Foundation of West Georgia	\$60,000
The Peyton Anderson Foundation, Inc	\$55,000
Wells Fargo Foundation	\$30,000
James M. Cox Foundation of Georgia, Inc.	\$26,000
Turner Foundation, Inc.	\$18,500
The Delta Air Lines Foundation	\$10,500
Total	\$10,000,000

Central Idea:

The United States Civil War was a cataclysmic step in the struggle between the nation's founding ideals of equality and realities of racism and enslavement. The struggle continues.

Project overview:

The new exhibit at the Atlanta History Center, *Parceled Freedom: The Struggle for a More Perfect Union*, will capture the many different voices left impacted by the U.S. Civil War. The exhibition features stories that go beyond the traditional stories heard from the frontlines of the battles and shifting the audiences' attention to examining the lives of African Americans, women, American Indians, and children. The exhibition's goals include creating a different type of experience for audiences to learn about the U.S. Civil War through immersive experiences and viewing various thematic interpretations. Also to tell visitors what happened during the Reconstruction period and the lasting effects it still has today. By coming to this exhibit it is our goal to not only expand visitors' knowledge of the U.S. Civil War, but to also have the opportunity to reach out to various audiences such as 4th to 8th graders, adults, populations outside of the Atlanta area, minority groups, and the LGBTQ+ community.

Target Audience:

The primary audiences we hope to reach out to in this exhibit include Adults, 4th-8th graders, and populations outside of the Atlanta area. The exhibit will allow these visitors to explore what events and reasonings led to the U.S. Civil War, the experiences felt by those who lived during the course of the war, and what kinds of legacies were left behind throughout the U.S. once the war was over.

The audiences the exhibition serves are:

- Young
- Diverse
- History buffs
- Intrigued
- Understanding
- Intergenerational
- Eager to learn about new experiences

Their common interest are:

- Historical perspectives
- Military History
- American Economics
- Diversity within the historical narrative
- Early American Culture
- Immigration and its role in the American Civil War
- African Americans and their contributions to the American Civil War

- Female experiences in the American Civil War

Marketing Goals:

1. Accurately represent the mission and concepts presented within the exhibition while appealing to our target audience.
2. Make Atlanta History Center better known and better understood
3. Promote this new revised exhibit of Turning Point in a way that is representative of the many narratives and lives that were affected by the war.
4. Highlighting the digital and interactive components involved in the exhibit, such as “Follow my March,” “Carry My Burden,” “Who lives, Who Dies, Who Tells Our Stories? With QR Codes Scans, Traveling Trunks, “The Civilian Experience,” Voting Simulation, The Use of Terror during Reconstruction, Freedmen's School, The Underground Railroad Map, The Cotton Gin, and the African American Experiences and Stories.”
5. This new exhibit will add to what the Atlanta History Center strives to do which is create exhibits that “connect people, history, and culture,” by examining the diverse roles of lives which intertwined with the significance the war has in U.S. history.
6. When visitors attend the opening day of, *Parceled Freedom: The Struggle for a More Perfect Union*, they will have the opportunity to engage in activities offered such as; a cocktail event, listen to guest speakers that will reflect upon the themes featured in the exhibit, watch an introduction video that includes staff from the Atlanta History Center and historians that talk about what makes this Civil War exhibit different from other institutions, and guests can receive special discounts for memberships or tickets for attending the opening day event.
7. The new exhibit will feature a number of objects such as an abolitionist token, an amputation kit, Political Cartoon from Frank Leslie's Illustrated Newspaper, entitled “Southern women feeling the effects of the rebellion, and creating bread riots,” Regimental Flag, 127th United States Colored Troops, 1864, and a 19th century ballot box from Missouri. By incorporating these objects in the exhibit they will connect members of the diverse communities throughout the Atlanta Metropolitan area, to personally identify with narratives told within the context of the Civil War.

Budget: 750,000

Historical Background Statement with photographs:

The exhibit will let visitors see new perspectives of the U.S. Civil War and have them think through topics such as the economic dependency on the system of enslavement, the physical battle of the Civil War, the lives of women during the Civil War, African American lives during the Civil War, and the impact of the Reconstruction period.

The Timeline of the War

Key objects:

1. Supply Wagon –



2. The Harpoon in the “A sailor’s job: The Navies.”



Women in the War

Key Objects:

1. Hospital Flag



2. U.S. army medicine chest



3. Carrie M. Berry's Civil War diary from the Crumley and Berry family papers - excerpts that aren't used for the Battle of Atlanta section



African Americans in the War

Key objects:

1. Regimental Flag, 127th United States Colored Troops, 1864 (currently on display in Black Citizenship).



Reconstruction

Key Objects:



- Infantry uniforms on display in "A Soldier's Job: Infantry" in Turning Point 1862



- The middle gun under the “A soldier’s Job: Infantry” in Turning Point



- picture of fort Sumter 1865 in AHC collection



- Amputation Kit on display in Agonies of the Wounded (it’s number 5 on the label) in Turning Point 1863

THE NEW YORK DRAFT RIOT.
HOW THE RIOT BEGAN
DESTRUCTION OF PROPERTY.

[From the N. Y. Evening Post, 1863.]

The draft was recommenced this morning at the headquarters of the Ninth Congressional district corner of Third avenue and Forty-sixth street. The wheel had been revolving about twenty minutes when the building in which the officer was attacked by a mob armed with clubs, stones, bricks and like missiles, but no fire-arms. The building, a four story brick house, the upper stories of which were occupied by families, was defaced, the windows broken, doors smashed and furniture destroyed.

The mob rushed into the enrolling office, seized all the machinery and papers, records, lists, &c., of the officers, except those contained in a large safe.

The building was then set on fire, and at eleven o'clock was in flames, with every prospect that the block of which it forms part will be burned down. This done, the mob proceeded to destroy the police telegraph in Third avenue, by cutting down the poles and carrying off the wire.

One of the draft officers was set upon with stones and clubs, and is so much injured that he will probably lose his life. Several other persons were injured, but not seriously. The mob, which numbered some three or four hundred active and determined rioters, accompanied by a vast crowd of excited people, next proceeded to other parts of the city, expressing a determination to destroy every building in which the draft or enrollment offices are situated, and especially the office of Provost Marshal Manierre, at No. 1,100 Broadway, where the drawing was appointed to begin this morning.

- Chicago daily tribune (Chicago, Ill.), July 16, 1863. A few articles describing the draft riots, albeit from an outside perspective. From library of congress 1863



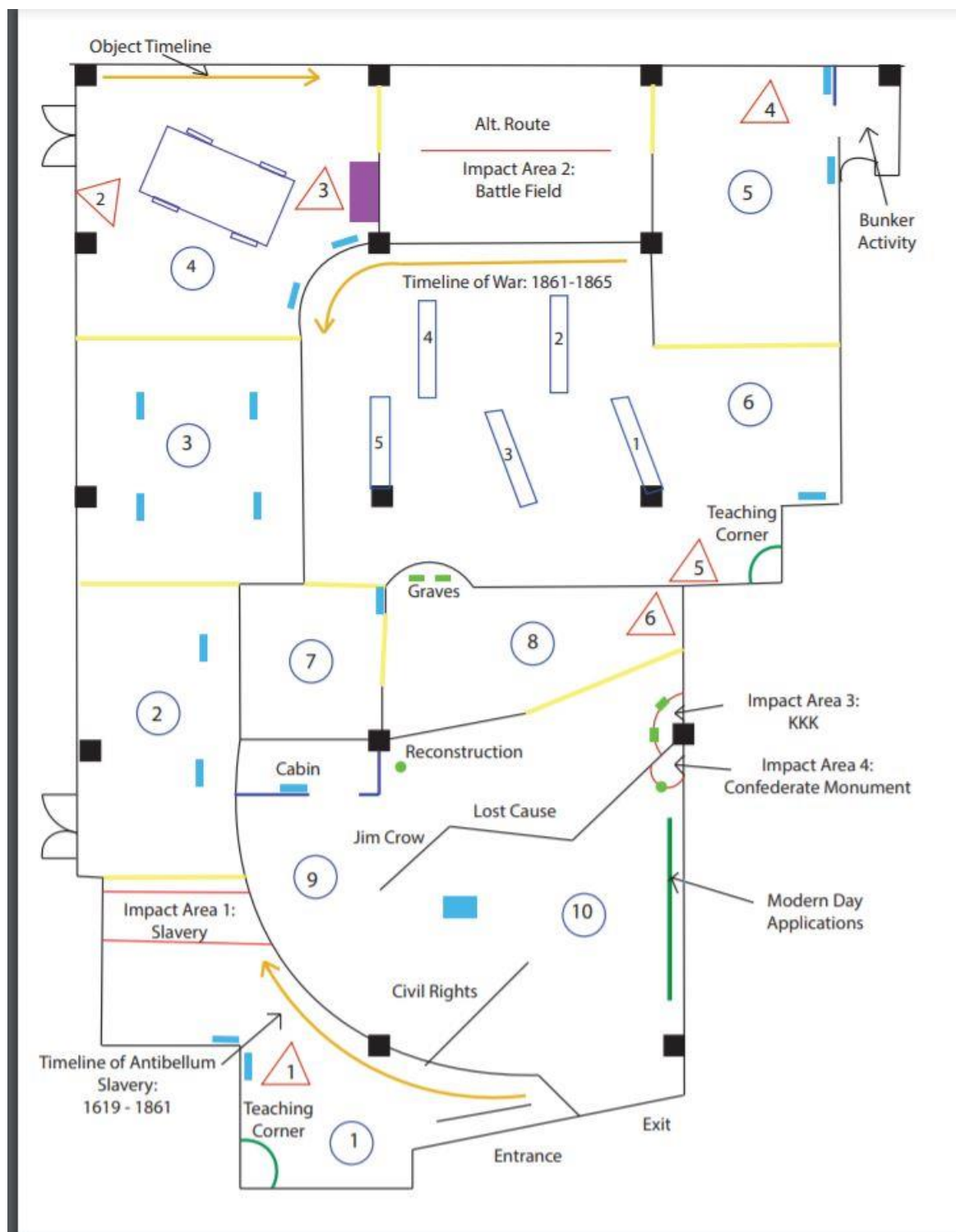
- Political Cartoon from Frank Leslie's Illustrated Newspaper, entitled "Southern women feeling the effects of the rebellion, and creating bread riots" 1863



- 1st U.S. colored infantry picture 1863-1864



- Sherman's March rubble in Turning Point 1864



Final Layout Design Key

Here is a key to help you understand the final layout design for Parceled Freedom.

Most of this design should be relatively easy to understand, but I will break it down here just to make sure everyone is on the same page

- The walls of the exhibit are black lines
- The yellow lines indicate a split between rooms
- The numbers with blue circles are the room numbers
- The red triangles note where interactives will be
- The orange long arrows indicate where timelines will be placed on/ against the walls
- The black squares through the exhibit represent support beams that cannot be removed or moved
- The backward K looking design on the far-left barrier walls indicate exit doors which cannot be blocked or moved
- The red lines represent the 4 Impact Areas, which are labeled
- The green curved lines in corners represent the Teaching Corners
- The purple blocks indicate tables
- The blue blocks indicate chairs or seating areas
- The green dots represent significant objects or props
- The numbers on the blocks in room 6 represent the 5 micro-themes (described in more detail in the layout breakdown document)

List of Rooms:

1. Entrance/ Slavery
2. Causes of the War/ History of Racial Tension
3. Start of the War
4. Overview- Timeline, Major Battles, Atl. Campaign
5. Women and African American Experiences
6. Micro-Room (Multiple experience stall room)
7. End of the War
8. Total Destruction/ What was the Cost?
9. Reconstruction- Civil Rights
10. Modern Day

Impact Areas:

1. Slavery
2. Battlefield Experience
3. KKK Robes
4. Confederate Monument

Exhibit Layout Breakdown: Parceled Freedom

Things to know:

This is a guide to go along with the Parceled Freedom Final Layout and the Key.

Rooms:

1. Entrance/ Slavery:

Description: This room begins with the introductory panels at the entrance. There will be two panels- one with the exhibit name and the 'corn and whiskey statement' and one will give a more indepth introduction to the main points of the exhibit and what they will see inside. These panels will be on a wall that is partially blocking the entrance. This will make sure people read these panels and will also keep people from seeing everything in room 1 and will hopefully make visitors more interested in what is in room 1. There will also be a small object case between the two panels which will contain a cannon ball and a cannonball cut in half. This is to spark interest in the exhibit and draw visitors to come see the cannon ball and read the panels. This object can be changed out with any small, Civil War related artifact- anything that is visually interesting and will grab people's attention. Once the visitor steps inside the room, they will see a timeline. This is a timeline of African slavery in the United States, starting in 1691, and going until the start of the civil war, 1861. The main part of the room will be dedicated to setting up what slavery was and what role it played in building America and leading up to the Civil War. This room also features a teaching corner, which will give a space for tours or classes to gather and discuss the material they are seeing without blocking the pathway. The end of this room will be where Impact Area 1: Slavery is located (See Impact Area section for details).

Themes: Greed

Objects: Banjo, "A plan of a plantation called Bevon Island," Picture of an enslaved cabin, photo of The Slave Market in Atlanta, Abolitionist token, Slave Hire Badge, Double-Shovel Plow

Interactives: The Cotton Gin, The Underground Railroad Map

Props: Cotton (allow visitors to feel cotton- raw and spun. This will go along with The Cotton Gin interactive)

Colors and Mood of Room: This room will be very serious and reflective. It will feature mainly muted colors such as shades of grey, black, and white. It will have some areas of interest that will feature dramatic uses of the color red. This is meant to connect visitors to the ideas of death, sorrow, and pain. The beginning of the exhibit will also feature some blue to tie in with the introduction wall at the very beginning.

2. Causes of the War/ History of Racial Tension:

Description: This room will set up the main causes for the Civil War, namely, slavery. It will feature several of the letters of succession written by southern states that outline their reasons for leaving the union. It will analyze the reasons why the north and the south became so at odds, and will analyze the history of racial tension that was present throughout American history and how that impacted the war.

Themes: Greed, Rage, Waiting

Objects: N/A

Interactives: N/A

Props: Replicas of letters of succession from several states. These will be available for people to look over and read themselves. There will also be sections of the letters on the walls that will highlight important parts.

Colors and Mood of Room: This room will have cool and neutral colors. It will feature more colors on the panels and for the quotes on the walls to help keep visitors' attention since this is a text-based room with little to no artifacts. The feeling of this room will be tense and thought provoking.

3. Start of the War

Description: Room 3 will explain the formation and structure of the confederacy. This room will also describe the beginning of actual physical conflict between the Confederate and Union forces. It will highlight Fort Sumter along with other conflicts that occurred at the very beginning of the war. This room will set the stage for the next room, which will give a brief overview of the entire war.

Themes: Rage

Objects: 1863 Carbine Rifle

Interactives: N/A

Props: This room will possibly feature a replica of the battle of Fort Sumter. Another option is to have a replica of a confederate uniform. There could also be some replicas of the different versions of the confederate flags with the dates and their uses.

Colors and Mood of Room: This room will also feature the neutral colors as in the previous rooms- greys, some tans, white and black. It will also have some highlight colors such as blue, which will keep visual interest while not being distracting.

4. Overview- Timeline, Major Battles, Atl. Campaign

Description: This is one of the major content rooms in the exhibit. It will set up the overview for the Civil War that will contextualize the rest of the exhibit. This room will feature a timeline of the war, created by objects from each year. This room will also feature the large supply wagon in the middle of the room and will tell different stories on each side. This room features two interactives. One aims to give visitors a good overview of the many battles and campaigns of the Civil War. The Carry my Burden will allow people to understand how the soldiers packed and carried their knapsacks, and how heavy they could be. At the end of room 4 is Impact Area 2: Battle Field (See Impact Area section for details). There will also be an alternative route to room 5 for people who don't wish to participate in Impact Area 2. The hallway between the two rooms will contain some photos on the walls as well as some objects relating to battlefield and wartime. This way people will still be able to imagine the destruction and chaotic nature of battle without participating in the impact area.

Themes: Rage,

Objects: Army Wagon, Pike, Gun, Photo of Fort Sumter, Amputation kit, Chicago Daily Tribune article about draft riots, Hospital flag, Medicine chest, Carrie Berry diary, Political cartoon, Regimental Flag 127th US Colored Troops, Union metal for African American soldiers, 1st U.S. colored infantry picture, Sherman's March rubble

Interactives: Follow My March, Carry My Burden

Props:

- Props for the Carry My Burden interactive which include the knapsack and its contents (cartridge box, head-quarters pass, ration card, photos, letters, currency, extra shirt, cap box, haversack that contained hardtack, wool socks, undergarments, kepi, Bible, belt,

comb, soap, matches, tin container to hold caps, tools, harmonica, toothbrush, pencil, playing cards, housewife, tin plate with eating utensils, canteen, shoes, and a folded blanket on top, etc)

- Props for Impact Area 2 include fake plants and rocks.

Colors and Mood of Room: This room is meant to be more lighthearted and academic. It is not intended to invoke strong intense emotions, and instead, is made to prepare visitors for what they will see later into the exhibit. The room will have lighter colors, like light grey and white. The walls will be a lighter royal blue, which will give an interesting yet basic background for the content.

Other details: This room will also feature seating along the inside wall, which will allow visitors to take a break and be able to view the majority of the room and its content while resting.

5. Women and African American Experiences

Description: This room will be a space exclusively dedicated to sharing the previously under-represented stories of women and African Americans (free and enslaved) during the Civil War. It will highlight notable figures from each group that impacted the war in some way. It will include the likes of Harriet Tubman, women soldiers, woman nurses, spies, African American soldiers, Freedmen during and before the war, among others. This room is not intended to be the only place where these stories are told, but it is just a dedicated space to make sure to highlight the importance of these groups and their stories on the wider story of the war. This room includes the Bunker Activity (The civilian experience) which is located in the upper right-hand corner of the room. This activity will stimulate being in an actual underground bunker during the Atlanta bombings, which will bring in the Atlanta campaign content, as well as highlight women's experiences during that time.

Themes: Greed, Responsibility, Waiting, Rage

Objects: Red couch, Piano, A. J. McBride collection, Roderick Perry papers, Carpet bag, Catherine Bellingrath dress, Child's dress, Drum, *Bit of War History* portraits, Colored Regiment discharge papers

Interactives: African American Experiences and Stories

Props: Props for the bunker include a notebook/ diary, and a bible. Also, some fake bricks and rubble to have on the floor to give the appearance of crumbling walls and damage to the structure.

Colors and Mood of Room: This room is not as intense as other rooms. The colors will be mainly neutral colors such as grey, tan, and white. This room will be lighter and aims to make the visitors feel calm and reflective.

6. Micro-Room (Multiple experience stall room)

Description: Room 6 is different from the other rooms. Instead of having an overarching narrative and theme, this room has 5 'stations' which will all discuss various topics related to war that do not necessarily fit into the larger themes and narratives of the exhibit. These stations will include mainly panels and photos, with some objects. These stations will each be one one prop wall that people can walk all the way around. This room will not have a strict path to walk and visitors will be encouraged to roam and discover all the different stations. This room also features a teaching corner, which is in a corner near the entry to the room. Near the teaching corner is the interactive Who Lives, Who Dies, Who Tells Our Stories. These QR codes will be placed throughout the exhibit, but the explanation and description of the interactive experience will be on the wall by the teaching corner. On the large, curved wall, there will be a timeline of the war, going from 1861-1865.

Themes: Keeping the Boys Fed (Wartime Production), The Blind Leading the Blind (Classism), Worse than Shawshank (POW), For Whom the Bell Tolls (Death and Mourning), Out of the Pan and Into the Fire (Immigrants), Against the Grain, An Imperfect Union (Westward Expansion)

Objects: Union Navy uniforms, Set of dominos, Picture of the infantry soldier, Pictured of an unidentified confederate soldier, Picture of a private in 114th U.S. colored troops, Picture of U.S.S. Silver Lake, Picture of the ruins of Manassas Junction, Evacuation and firing of Manassas Junction, Image- The Battle of Gettysburg, Image- The Surrender of Vicksburg, Image- View of Atlanta, Georgia, Image- Atlanta, Ga. Ruins of depot, Image- Last train out, Atlanta, Ga, Crumley and Berry Family papers, John Keely Civil War letter and scrapbook, Nathaniel Wiley Harbin Civil War letter, The Evening Star articles, E. R. Perry Civil War letter, Captain James Robert McMichael Civil War diary, Samuel L. Roe family papers

Interactives: Who Lives, Who Dies, Who Tells Our Stories? QR Code Scans

Props: N/A

Colors and Mood of Room: This room will have lighter colors such as white and tan. Each station will have a feature color to go along with it

5 stations:

1. POW Experience
2. Wartime Production
3. Classism
4. Wartime Expansion
5. Death and Mourning

7. End of the War

Description: This room is a smaller, transition room. It will detail the end of the war and its immediate consequences. This room will have panels along most of the walls and will describe how the war ended and the significant events that happened directly after, including the confederate surrender and Lincoln's assassination.

Themes: Reconstruction, Rage, Responsibility

Objects: N/A

Interactives: N/A

Props: N/A

Colors and Mood of Room: This room will have a darker color scheme to convey the destruction the war caused. The mood for this room is intended to be solemn, tense, and intense.

8. Total Destruction/ What was the Cost?

Description: This room is also a relatively smaller room. This room is meant to show the visitor the total devastation and destruction caused by the Civil War. It will have black or grey walls with images of burned cities and destroyed landscapes covering the walls, similar to the currently existing room in Turning Point. This room will have quotes on the walls as well that detail the tragedy and despair that the war caused. This room also will have a small space for graves and a mock graveyard, which is also similar to the current display in Turning Point. These graves are meant to represent all the people who died on both sides during the war and humanize historic figures. At the end of this room, leading into Room 9, there is the Voting simulation interactive, which will engage people in a conversation surrounding voter suppression and will transition the visitors into a discussion of reconstruction and what came after.

Themes: Reconstruction, Death and Mourning

Objects: Rail lines

Interactives: Voting Simulation

Props: Graves of fallen soldiers and grave site (fence, dirt/ grass)

Colors and Mood of Room: The room will have dark walls, black or dark grey. It will be bleak, depressing, and intense. This is meant to also be reflective and solemn, as it is representing the destruction and death caused by the war.

9. Reconstruction Through Civil Rights

Description: This room will take the visitor through the Reconstruction, Jim Crow era, and up to the Civil Rights movement. The purpose of this room is to make people understand that the effects of the Civil War did not just disappear after Reconstruction. This room will connect the dots and show visitors how all these events and social phenomena are connected to each other and to the Civil War. Room 9 will also cover topics such as the Lost Cause. Room 9 features a reproduction of a cabin that functions as a freedman's school (Interactive- Freedmen's School). There will be four desks within the cabin so the children can sit in them, and a 48 inch by 72 inch (4 ft. by 6 ft.) chalkboard would be included in the design of the school for children to write on and discuss. On the walls, there would be information about the founding of the Freedmen's Schools, the impacts on the African American community, who funded the schools, and the aftermath of the Freedmen's Schools. This room will also feature Impact Area 3: KKK (See Impact Area section for details). Near this Impact area is the interactive 'The Use of Terror'. This goes along with the KKK area to fully depict the graphic, violent, and destructive nature of racism and hatred during this time.

Themes: Reconstruction

Objects: Mourning Dress (reproduction), Picture of a convict leasing prisoners, Image- Rev. H.M. Turner, Image- The first colored senator and representatives, Image- The first vote, Image- The Georgetown elections – the Negro at the ballot-box, 19th century ballot box, Rutherford B Hayes presidential campaign button, Gas Street Lamp, Primers, Wool Frock Coat, Poll book for election

Interactives: Freedmen's School, The Use of Terror during Reconstruction

Props:

1. School objects such as chalk, notebooks, writing utensils, books, etc that will be in the cabin
2. Props to go along with the Impact Area 3: KKK. These could include a 3 ft white cross, a bible, and some rope.

Colors and Mood of Room: This will be quite an intense room. It will have some lighter colors to avoid feeling too small. Colors like red, grey, black, and white will be heavily present in this room. It will also have some brighter colors as the room progresses, to symbolize the progression of social justice as time goes on. However, it will overall not be a 'happy' room since there was still violence, racism, and hatred throughout the decades presented in the room.

10. Modern Day

Description: This room aims to complete the narrative of the Civil War by examining how this history is still relevant today. This room flows naturally from room 9, and will continue the discussion of systemic racism that continues to affect the political, social, and economic landscape of America. This room will cover the modern day applications of Civil War knowledge,

and will also address the war's controversial and potent impact on modern American society. This room will feature our last Impact Area: Confederate Monument.

Themes: Reconstruction

Objects: Confederate Battle Flag and Confederate Monument

Interactives: N/A

Props: If no real confederate statue can be obtained, a replica will be placed in the Impact Area 4.

Colors and Mood of Room: This final room will still feature similar colors to the rest of the exhibit, but will feature some lighter colors near the end, such as yellow, green, and blue. This room is intended to be thought provoking, serious, but also hopeful.

Impact Areas:

1. Slavery

1. Purpose: This impact area aims to show the almost unfathomable scale of slavery in the United States of America (and before it was officially formed) from its beginning in 1619 until the Civil War. The takeaway from this impact area should be an understanding of the massive number of enslaved people who lived and died over the centuries.
2. Description: This impact area will feature several visual representations depicting the vast scale and number of enslaved people throughout American history. It will have small figurines covering a map, each representing a certain number of thousands of enslaved people. There will be several maps, representing the growth of slavery through time. The last map will feature figurines representing the total number of enslaved people that ever lived and worked in America, not just those that were around at that time.

2. Battle Field

1. Purpose: The purpose of this impact area is to show the intense nature of battle. It is intended to give an immersive experience that will make visitors feel like they are actually on the battlefield during a conflict. This is intended for people who want to have a better understanding of just how intense and overwhelming being on a battlefield can be.
2. Description: This impact area is essentially a long hallway shape after room 4. The room is divided in half, with one path being the alternate route for those who don't wish to participate in the immersive area. The other path is the actual impact area. The floor in this area will be covered in fake vegetation and soil. The walls will have a panorama type image of a battlefield on both sides, which will give the participants a more immersive experience. There will also be audio that plays throughout the experience. At the beginning of the hallway, there will be audio that is a man shouting commands to the troops. He will then give an order to charge, and the participant will start moving along the hallway. There will be sounds of gunshots, screaming, and other noises to make it a realistic and overwhelming experience. There will also be silhouettes of soldiers projected on the walls that will follow the audio commands as well, so when the participant is walking and running down the hallway, they will be seeing the 'soldiers' projected on the wall doing the same.

3. KKK/ Living in Terror

1. Purpose: The purpose of this impact area is to shock the visitors and tap into the complex emotions invoked by the iconic KKK robes.
2. Description: This impact area will display KKK robes, along with photos showing the graphic nature of violence that was the reality at that time. There will be photos of a burning cross, parades and gatherings of KKK groups, and destruction of property caused by this hate group.

4. Confederate Monument

1. Purpose: The purpose of this impact area is to tap into the sensitive and controversial nature around confederate monuments. This is not meant to be purely controversial though. It is intended to be a way for people of all different backgrounds or beliefs to look closer at these statues and evaluate what they mean to them and other people. This impact area will also include a change for people to 'talk' to this monument. There will be paper available for people to write their own thoughts about the statue. This is intended to be cathartic and introspective activity that will encourage people to think about how they feel.
2. Description: This impact area will be placed in the corner of Room 10. It will have the confederate statue and will have the confederate flag displayed next to it. There will be a small station or table that has sheets of paper and writing utensils where people can write their responses.

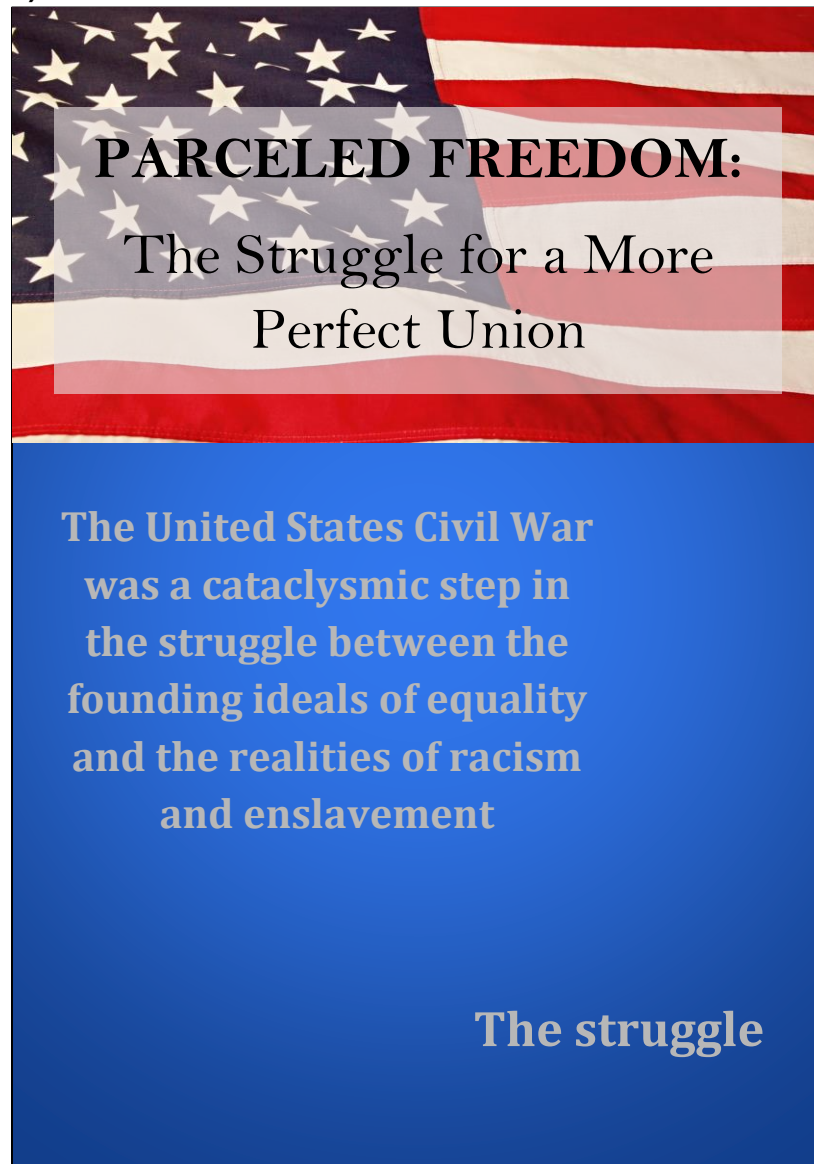
Budget- Design Team

Items:	Forecast:	Final Budget:
Panel Fabrication	300,000	350,000
Gallery Preparation (Painting, flooring, lighting, etc)	400,000	400,000
Prop Creation	175,000	225,000
Display/ Object Case: Fabrication and Installation	300,000	300,000
Exhibit Layout Renovation: Wall removal, Fabrication, and Installation	350,000	400,000
Graphic Design	250,000	300,000
Wall Decorations (vinyl, photos, etc)	200,000	200,000
Audio/ Visual Installation	275,000	300,000
Other	275,000	275,000
Totals:	2,525	2,700,000

Exhibit Panel Templates

Introductory Panels:

1)



Title font: Bell MT

Secondary font: Cinzel

2.)

THE UNITED STATES' CIVIL WAR WAS ONE OF AMERICA'S GREATEST STRUGGLES BETWEEN MORALITY AND GREED.

Our nation's bloodiest conflict pitted the industrial North (Union) against the agrarian South (Confederate) over the egregious system of chattel enslavement. Up to 850,000 soldiers were killed on battlefields from Northern Virginia to New Mexico. Meanwhile, women, African-Americans, and immigrants seized control of their futures in wartime occupations while Indigenous People responded to massacres and broken treaties by the government.

1865 brought the Confederacy's defeat and the emancipation of all enslaved people in the United States. The postwar years, known as Reconstruction, saw the North focus on subjugating the Indigenous Plains Nations while the South focused on rebuilding and attempting to stifle the newfound social, economic and political mobility of African Americans, resulting in Jim Crow segregation. Although segregation was outlawed in 1965, its consequences still affect American race relations today.

Title Font: Cinzel

Secondary font: Raleway

Main Theme Panels:

GREED

The Southern economy was agrarian, built on the backs of the forced labor of enslaved people

Slavery in the United States, often called the "Peculiar Institution", began in 17th century Virginia. The planter class, the tiny minority of white families who came to own the majority of enslaved African Americans and land, reaped handsome profits from selling crops such as cotton, tobacco, and rice to Northern and European merchants.

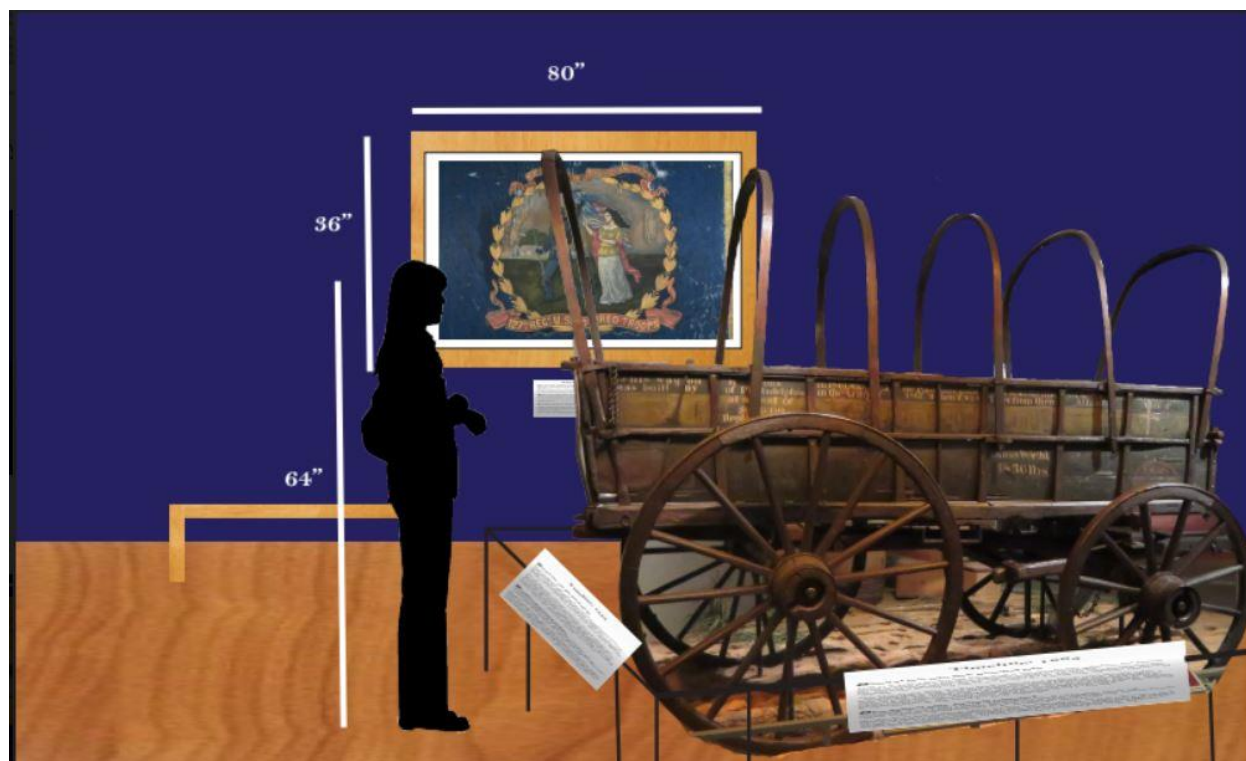
To protect their profits, planters subjected enslaved people to a strict racial hierarchy, brutal working conditions, harsh punishment, rape, and the forced separation of families; abuses which led to calls for abolition in the North. Fearing abolition under Abraham Lincoln, Southern planters elected to secede from the union and sparked the Civil War. Poorer southerners joined the fight for several reasons; including for honor, protecting their homes, and adventure. Whatever their cause, they fought the definition of a rich man's war.

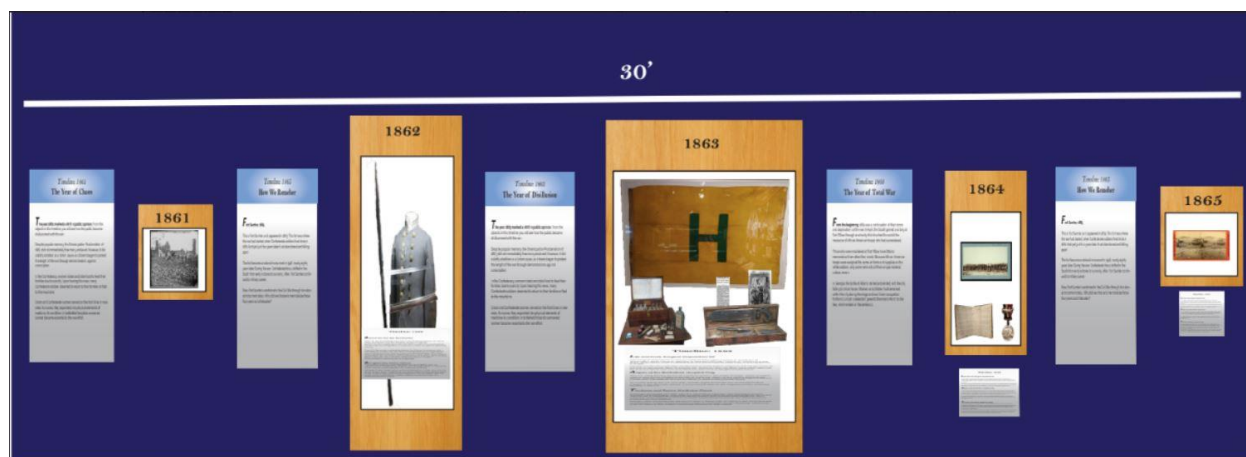
Title Font: Cinzel

Subtitle Font: Rockwell

Secondary Font: Railway

Elevations:





Object	Current Location***	Object Theme	Room # in Futur Placed	
Banjo	Turning Point	Enslavement and the move tow	1	TRUE
Union Uniform	Turning Point	Enslavement and the move tow	3	TRUE
Confederate Uniform	Turning Point	Enslavement and the move tow	3	TRUE
"A plan of a plantatio	LOC	Enslavement and the move tow	1	TRUE
Red couch	Turning Point	Enslavement and the move tow	5	TRUE
Piano	Turning Point	Enslavement and the move tow	5	TRUE
Picture of enslaved c	LOC	Enslavement and the move tow	1	TRUE
The Slave Market, At	LOC	Enslavement and the move tow	1	TRUE
Cotton Scale	Black Citizenship	Enslavement and the move tow	1	TRUE
Abolitionist Token	Turning Point	Enslavement and the move tow	1	TRUE
Slave Hire Badge	Turning Point	Enslavement and the move tow	1	TRUE
Double-Shovel Plow	USNM 230574; 195 in	Enslavement and the move tow	1	TRUE
Union six Mule Army	Turning Point	The timeline of the war	4	TRUE
1863 Carbine Rifle	Turning Point- 2005.2	The timeline of the war	3 or 6	TRUE
Union Navy uniforms	Turning Point	The timeline of the war	3 or 6	TRUE
Pike	Turning Point	The timeline of the war	4	TRUE
Set of dominos	Turning Point	The timeline of the war	6	TRUE
Infantry uniforms	Turning Point	The timeline of the war	4	TRUE
Picture of the infantry soldier		The timeline of the war	6	TRUE
Gun	Under the "A soldier's	The timeline of the war	4	TRUE
Picture of fort Sumter	AHC collection- VIS 1	The timeline of the war	4	TRUE
Picture of of an unid	AHC collection- VIS 1	The timeline of the war	6	TRUE
Picture of a private	LOC	The timeline of the war	6	TRUE
Picture of U.S.S. Sit	LOC	The timeline of the war	6	TRUE
Picture of the ruins c	LOC	The timeline of the war	6	TRUE
Photo of Evacuation	LOC	The timeline of the war	6	TRUE
Photo of The Battle c	LOC	The timeline of the war	6	TRUE
Photo of The Surren	LOC	The timeline of the war	6	TRUE
Photo of View of Atlc	LOC	The timeline of the war	6	TRUE
Photo of Atlanta, Ga.	LOC	The timeline of the war	6	TRUE
Photo of Last train o	LOC	The timeline of the war	6	TRUE
Amputation Kit	Turning Point	The timeline of the war	4	TRUE
Crumley and Berry f	AHC research collecti	The timeline of the war	6	TRUE
John Keely Civil W	AHC research collecti	The timeline of the war	6	TRUE
Nathaniel Wiley Hart	AHC research collecti	The timeline of the war	6	TRUE
Yorkville Enquirer (Y	LOC	The timeline of the war	6	TRUE
The Evening Star (W	LOC	The timeline of the war	6	TRUE
Chicago daily tribune	LOC	The timeline of the war	4	TRUE
Rail lines	Turning Point	The timeline of the war	8	TRUE
E.R. Perry Civil War	Atlanta History Center	Microthemes	6	TRUE
Captain James Robe	Atlanta History Center	Microthemes	6	TRUE
Samuel L. Roe farr	Atlanta History Center	Microthemes	7	TRUE
Hospital Flag	Turning Point	Women in the War	4	TRUE
U.S. army medicine	Turning Point	Women in the War	4	TRUE
A.J. McBride collecti	AHC research collecti	Women in the War	5	TRUE
Roderick Perry pap	AHC research collecti	Women in the War	5	TRUE
Carrie M. Berry's Ci	AHC research collecti	Women in the War	4	TRUE
Carpet bag	Gatheround	Women in the War	5	TRUE
Catherine Bellinrat	Cyclorama	Women in the War	5	TRUE
Political Cartoon fror	LOC	Women in the War	4	TRUE
Child's Dress in Cyc	Atlanta History Center	Microthemes	5	TRUE
Regimental Flag, 12	Black Citizenship	African Americans in the War	4	TRUE
Medal that Union ge	Smithsonian (not curr	African Americans in the War	4	TRUE
Drum	Turning Point- in the s	African Americans in the War	5	TRUE
Bit of War History: T	Black Citizenship and	African Americans in the War	5	TRUE
1st U.S. colored inf	LOC	African Americans in the War	4	TRUE
Colored Regiment di	Turning Point	African Americans in the War	5	TRUE
Sherman's March ru	Turning Point	African Americans in the War	4	TRUE
Mourning Dress (rep	Turning Point	Reconstruction	9	TRUE
Picture of a convict	Vanishing Georgia Ar	Reconstruction	9	TRUE
Rev. H.M. Turner, cl	LOC	Reconstruction	9	TRUE
The first colored sen	LOC	Reconstruction	9	TRUE
"The first vote" / AW	LOC	Reconstruction	9	TRUE
The Georgetown elec	LOC	Reconstruction	9	TRUE
19th century ballot b	https://www.ebay.com	Reconstruction	9	TRUE
Rutherford B Hayes	LOC (The button I fou	Reconstruction	9	TRUE
Gas Street Lamp	Cyclorama	Reconstruction	9	TRUE
Primers	Black Citizenship	Reconstruction	9	TRUE
Wool Frock Coat	Gatheround	Reconstruction	9	TRUE
Poll book for electio	Turning Point	Reconstruction	9	TRUE
Confederate Battle F	Turning Point (possibl	Reconstruction	10	TRUE

Timeline:

Timeline: 1862

Board At Your Own Risk, Boarding Pike

This U.S. Navy boarding pike was a conventional weapon for Naval ships during the Civil War. Despite being considered an item of near antiquity by the mid-1800s, Union and Confederate Navies kept boarding pikes on board as a defense against opposing vessels.

The U.S. Navy was a desirable station for African Americans who escaped the South and the dehumanizing label as contrabands of war. Unlike the army, the U.S. Navy was desegregated. Still, black sailors endured continued prejudices from many white Union sailors during their service. They participated in Naval training with boarding pikes, cutlasses, and cannons, and persevered in hostile environments in the hunt for true equality.

^^Some information in this label is from:

<https://www.archives.gov/publications/prologue/2001/fall/black-sailors-2.html>

<https://www.jstor.org/stable/44175573>

<https://core.ac.uk/download/pdf/79653585.pdf>

Timeline: 1862

Blue Against Gray, Infantry Uniforms

The pristine uniforms here represent those of higher rank, as signified by the bright brass buttons and special insignia. In the lower ranks, liveries varied greatly in fit, materials, and hue.

Whether in the motley grays of the Confederacy or the navy and sky blues of the Union, infantrymen put their uniforms through the rigors of war. In the Union, paid laundresses took care of soiled uniforms, while in the Confederacy, military officials forced this task into enslaved women's hands.

How many stories can one object tell?

^^^Some information in this label from: <https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/american-turning-point-civil-war-virginia-1/how>
<https://twelvekey.files.wordpress.com/2016/09/ngsmagazine2016-071.pdf>

Group Label:

1863 The Year of Disillusion

The year 1863 marked a shift in public opinion. From the objects in this timeline, you will see how the public became disillusioned with the war.

Despite popular memory, the Emancipation Proclamation of 1863 did not immediately free many enslaved. However, it did solidify abolition as a Union cause, as citizens began to protest the length of the war through demonstrations against conscription.

In the Confederacy, women rioted and stole food to feed their families due to scarcity. Upon hearing this news, many Confederate soldiers deserted to return to their families or fled to the mountains.

Union and Confederate women served on the front lines in new roles. As nurses, they expanded into physical elements of medicine. As conditions in battlefield hospitals worsened, women became essential to the war effort.

Timeline: 1863

Life and Limb, Surgical Amputation Kit

This surgical amputation kit and its contents belonged to Edwin A. Anderson of Wilmington, North Carolina. Whether to address traumatic injuries or infections of the limbs, amputations were a habitual practice performed by male medics during the U.S. Civil War.

Female nurses were typically not allowed to participate in surgeries during the Victorian era due to gendered ideas of impropriety. However, they regularly performed aftercare for soldiers, which was critical in recovery from such a dangerous procedure.

How did women defy expectations in their war efforts?

Timeline: 1863***Angels of the Battlefield, Hospital Flag***

This U.S. Hospital Flag served as a beacon of aid in the midst of battle. Under its billow, medics and nurses dashed frantically to meet the needs of the injured and infected. Harriet Tubman, Clara Barton, and Sojourner Truth were among the courageous female nurses who volunteered to care for those in need in this perilous arena.

As nurses during the U.S. Civil War, women experienced life and accomplishments outside of the domestic sphere, a monumental step on the ongoing journey of female equality in the U.S.

Timeline: 1863***Tinctures and Tonics, Medicine Chest***

Medicine during the Civil War was at a crossroads between harmful practices and scientific understanding. The sheer number of traumatic injuries and disease during the war proved a catalyst to medicinal advancement and surgical specializations. This medicine chest speaks to stories of these advancements, and to the experiences of practitioners and patients.

Women often administered the tonics seen in these vials, as many in the Union and the Confederacy sought empowerment in roles as volunteer nurses. However, medicines such as mercury and arsenic were fatal enemies to their cause.

Timeline: May 1863***Well-Behaved Women, Political Cartoon “Southern women feeling the effects of rebellion, and creating a bread riot”***

This cartoon appeared in Frank Leslie’s illustrated Newspaper on May 23, 1863 for a northern audience. The women are caricatured, some of them with monstrous features. The title panders to the northern view that southern women were complicit in causing the war and actors in their own demise.

This cartoon goes against the current view of women in the South as helpless damsels in need of protection. Clearly these women took care of themselves when famine threatened their families. Still, they are controlled by gender expectations. In acting outside of expectations are portrayed as monsters.

Timeline: July 1863***United Front?*, Chicago Daily Tribune July 16, 1863 detailing New York draft riots**

This newspaper article depicts the morning of July 13, when a mob of three to four hundred people broke into a draft office, seized all machinery and records, and set the building on fire. For three days they attacked wealthy homes and the city's African American residents.

The Chicago paper reprinted a New York Post article condemning destruction of property and injury to a draft officer. The article fails to address northern frustration at the continual war, the strain on livelihoods, and the mounting anti-black sentiment in New York City. The article does not deem the rioters traitors.

Group Label:

1864: Total War

From the beginning, 1864 was a continuation of the horrors and deprivations of the war. In April, the South gained a victory at Fort Pillow through an atrocity that shocked the world; the massacre of African American troops who had surrendered.

Those who were murdered at Fort Pillow have little to memorialize them other than words. Because African American troops were assigned the same uniforms and supplies as the white soldiers, only some remnants of their unique material culture remain.

In Georgia, the battle of Atlanta started and ended, with the city falling to Union forces. Women and children had remained within the city during the siege and saw Union occupation firsthand. Lincoln's reelection greenlit Sherman's March to the Sea, which ended on December 21.

Timeline: 1864***A Young Girl's Experience, The Diary of Carrie M. Berry 1864-1868***

In this diary by Carrie M. Berry, we are given a vital glimpse into the life of a ten-year-old girl in Atlanta during the U.S. Civil War. Carrie kept this diary from 1864-1868, and in it describes her daily activities and encounters, as well as her experience during Sherman's siege in 1864.

From her station as a young member of an affluent family, Carrie was witnessed and remarked on events that confounded her, such as bread riots, the destruction of rail lines, and the trauma of hiding in her family's cellar during the shelling of her home city Atlanta.

How does Carrie's experience compare to that of others in Atlanta? In the region?

Timeline: 1864

Destruction and Consequence, Rubble from Sherman's March

These rubble pieces date to areas in and around Atlanta affected by the destruction wrought by Sherman's March to the Sea. During Sherman's Atlanta campaign in 1864, Union forces demolished Georgian infrastructure and gridlocked vital resources.

At the same time, many enslaved people sought liberation in the chaos and attempted to join Sherman's ranks. Despite Lincoln's orders and the enactment of the Emancipation Proclamation in 1863, Sherman maintained his prejudiced beliefs, refusing to allow black men to enlist. His refusal of aid to escaping African Americans contributed to hundreds of captures and deaths.

How does experience and emotion guide public memory? When do we stop investigating our past?

Timeline: 1864

Fighting a narrative 127th U.S. Colored Infantry Regimental Flag

The first 127th USCT was mustered in 1864 about a year after the first U.S. colored regiment had been mustered in Washington D.C. Free African American and former enslaved men had served in noncombatant roles until the Emancipation Proclamation when the Union army accepted them as soldiers.

African American men saw their service as an opportunity to rewrite the societal narrative about them. The flag's motto, "We will prove ourselves men," is a direct explanation of how they hoped to fight the paternalism of U.S. society and prove their right to equal space in U.S. society.

Timeline 1864

Erased gratitude U.S. Civil War Colored Troops Medal

Three hundred African American soldiers received this medal from Union General Benjamin F. Butler. After the heroism shown by the African American soldiers at the 1864 battles of Fort Gilmer and Fort Harrison, Butler commissioned the medal.

Despite his command, Butler's medal had no official military status and when Butler was relieved of command in 1865, his soldiers were forbidden from wearing the medals. This medal is one of few recognitions of the service of African Americans during the war. Why do you think Butler went outside the military hierarchy to make and gift these medals?

How we remember Fort Sumter, 1865

This is Fort Sumter, as it appeared in 1865. This fort was where the war had started, when Confederate soldiers fired shots in 1861. And yet, just four years later it sat abandoned and falling apart.

The fort became a national monument in 1948, nearly eighty years later. During the war, Confederate focus shifted in the South from early victories to surviving. After, Fort Sumter continued its military career.

Now, Fort Sumter is enshrined in the Civil War through its national monument status. Why did we choose to memorialize those four years out of decades?

Outside of Timeline

Group Label: *Four sides, four stories* **Union Six Mule Army Wagon**

This wagon, and all supply wagons, sustained the war. Without wagons, soldiers had only what they could carry; no food, no shelter, no additional supplies or weapons.

Union wagons symbolised destruction and freedom to enslaved people. Some enslaved escaped during the war following this wagon and its siblings. The wagons were a less welcome sight for Indigenous people. Covered wagons signaled settlers, or the army, coming to take their land through attrition or bloodshed.

This wagon started in Nashville, Tennessee, and traveled east throughout the war. Identical copies of it headed west to sustain the fight on the border and carried migrants fleeing the war's desolation.

Each side of this wagon tells a different story of the impact it had on different people.

Side One

***Rolling behind the army* Union Six Mule Army Wagon**

This wagon was the infrastructure of the war. But the wagon only did half the job. People used supplies the wagon carried to sustain and make a difference in the war. Women and African Americans served as nurses, cooks, stretcher bearers, messengers, scouts, and even spies.

Generals on both sides – including William T. Sherman – refused to allow African Americans in combat. Even when they couldn't serve, African Americans and women worked to aid and save soldiers.

Whose life saving work do we fail to recognize today?

Side two

***No justice* Union Six Mule Army Wagon**

As Union troops moved through the South, many enslaved people gravitated to the soldiers for protection. Escaped enslaved persons walked behind this very wagon when it was part of Sherman's March to the Sea. Before 1863, enslaved people who escaped to the Union were deemed 'contraband' of war. What were they now?

According to General Sherman, they were a problem. Deeply racist, Sherman refused to accept African Americans as soldiers. To Sherman, the refugees drained his army's resources and

caused ‘immorality’ among his troops. Abandoned after the war, the refugees struggled to survive in cities and former union army camps.

Side three

***More than one war* Union Six Mule Army Wagon**

Wagons identical to this one supplied the western front, where fighting intruded into indigenous territory. Indigenous people fought on both sides of the Civil War and fought union troops to retain their territory.

In August 1862, Dakota tribe members started a six-week war against Minnesota settlers. The U.S. Government had withheld treaty payments and sent settlers to land reserved for the Dakota.

Union troops defeated the Dakota warriors. Dakota civilians were interred at Fort Snelling, where over 300 died. In December 1826, weeks before the Emancipation Proclamation, President Lincoln ordered thirty-eight Dakota warriors hung in the U.S.’s largest mass execution.

Side four

***You have died of dysentery* Union Six Mule Supply Wagon**

Wagons like this one were the only shelter on months-long journeys taken by migrants headed west during and after the war. People fell ill and died before reaching their destination, from cholera, typhoid, scurvy, and dysentery.

Upon arrival, families discovered they’d moved onto land stolen from indigenous tribes. Desperate, facing debt or starvation if they gave up, settlers refused to recognize indigenous claims to the land. What followed was more bloodshed from war refugees.

What would you hope for riding this wagon west?

How would you feel watching a line of these wagons approaching the land that was your home?

***Attention* Picture of the 1st U.S. Colored Infantry**

This picture displays troop review, a common part of the order of military life. Troop reviews allowed the soldiers to practice moving as one in formation and also allowed officers to judge the level of order within the group. This picture shows the First Colored Infantry, performing the same drills as their white counterparts.

However, at the front of the picture is a white officer. All the officers of the colored troops were white. While African Americans were deemed able to fight and died for their country, they were deemed unable to govern themselves. Despite bravery and dedication, racism persisted.

***Actions are louder* British Pattern 1853 rifle-musket, .577 caliber**

This rifle was imported from the United Kingdom through the Union blockade along with more than 400,000 others. The British pattern 1853 rifle became the most popular rifle of the Confederacy. It had a similar aim to the Union 1861 pattern, but was more difficult to maintain because it was imported.

The smuggling of the guns by the UK stands as testament to the complexity of international politics. Despite outlawing the slave trade in 1807, and fully abolishing slavery in 1838, the UK was willing to monetarily support the Confederacy to secure access to cotton.

Credit Lines: (these will be on the same panel as the labels for each object but i wanted to put them separately so they would be easier to see)

Chicago daily tribune (Chicago, Ill.), July 16, 1863

With permission from the Library of Congress Chronicling American Digital Archive

“Southern women feeling the effects of the rebellion, and creating bread riots” Frank Leslie’s Illustrated Newspaper

With permission from the Library of Congress’s Prints and Photographs Division

Union General Benjamin F. Butler’s medal for Colored Troops

On loan from the Smithsonian’s National Museum of American History

1st U.S. colored infantry

With permission from the Civil War Glass Negatives and Related Prints collection at the Library of Congress

Carrie Berry Diary

A gift of Dan Franklin, 1970

Final Interactives

Kristen Dear and Sarah Craig

October 19, 2020- November 6, 2020

Follow My March

- Room #4
- 95 inch TV screen with motion sensors
- Large screen interactive where visitors can wave their hands over the sensor to navigate the different maps
- The interactive would have maps of the different regiments, their experiences, videos, and documents
- The visitors would learn which regiments were involved in certain battles such as Gettysburg, Vicksburg, and The Battle of Atlanta
- They would see what life and their experiences were like on the move
- Compare and contrast Northern experiences with industrialization to Southern experiences with a cotton-based economy
- Budget: 40,000

Carry My Burden

- Room#4
- 10-15 lbs. Weight to add to the knapsack (to show the visitors how heavy the sack really was)
- Visitors can try this interactive to experience what it was like for soldiers who had to carry this heavy sack during their marches.
- Visitors can unpack the sack to see what the soldier was carrying.
- Items that the sack could contain: cartridge box, head-quarters pass, ration card, photos, letters, currency, extra shirt, cap box, haversack that contained hardtack, wool socks, undergarments, kepi, Bible, belt, comb, soap, matches, tin container to hold caps, tools, harmonica, toothbrush, pencil, playing cards, housewife, tin plate with eating utensils, canteen, shoes, and a folded blanket on top.
- Reproduction items if possible
- Budget: 20,000

Who Lives, Who Dies, Who Tells Our Stories? QR Code Scans

- Put the QR codes on panels
- Throughout the exhibit especially Room #6
- Visitors would receive a code with an individual's story such as a soldier, POW, woman, child, African American, Native American, or immigrant
- They have to walk around the exhibit to find clues about their individual's story
- At the end, they would receive the complete profile of their individual to show whether they lived, died, or survived during the war.
- Develop a software to make sure the codes work properly
- Budget: 15,000

Learning Trunks/Traveling Trunks

- Trunk size: Length (11 ¼ inches) Width (19 ¾ inches) Height (12 ½ inches)

- The trunks contain objects that pertain to the subject of where it is located; teachers can use these trunks to teach their students about the object's relevance to the war.
- Objects:
 - Room#1: piece of cotton, a copy of Harriet Beecher Stowe's Uncle Tom's Cabin, slave hire badge, slave market advertisement, and pamphlet on the Dred Scott decision
 - Room #6: Amputation kit (nurse), songbook(drummer boy), POW diary entry, daguerreotype, and semaphore flags (espionage).
 - All the items are going to be reproduced if possible.
- Grades 4 and 8
- Standards SS4H5, SS4H6, SS8H5, SS8H6, SS8H7
- Budget: 2,000

The Civilian Experience

- Bunker activity
- Immersive bombardment shelter where the visitors would experience what it was like for women and children during the Battle of Atlanta
- add a motion sensor pad so when the visitors walk into the bunker, the sound of cannons and fighting will echo throughout the bunker
- Recreation objects such as rag dolls, hardtack, and other homemade goods that could have been brought with them into the shelter
- Place quotes throughout the immersive from Carrie Berry's diary that describes the experiences from those days
- Budget: 80,000

Voting Simulation

- Room #8
- A simulation of what voting was like for african americans during reconstruction.
- Starts off as one station where the visitor can listen to what going to the poll was like. It would have people shouting and making ruckus. The second station is that of the literacy test this test would be a paragraph for the visitor to read in a different language. This would show what the African americans had to experience when they went to cast their vote. The third station would be the grandfather clause. This would be a panel on which the visitor would be able to answer the Grandfather clause question. After going through the three stations the visitor would cast their vote and the poll would not change this would have a panel explaining that even if they did get to vote they would there votes might not have been counted.
- Dimensions
- Budget : 5,000

The Use of Terror during Reconstruction

- Somewhere around impact area#3
- 5 foot, 3 inch deep kiosk, content warning curtain
- Have a motion-sensor kiosk that would play 2-3 minute videos of Klan gatherings, lynchings, marches, cross-burnings and political cartoon drawings. Show how terror was used as an intimidation tactic on African Americans in the South.

- Educates the visitor on the injustices and cruelties done to freed African Americans during Reconstruction
- Budget: 10,000

Freedmen's School

- Cabin
- Four desks would be incorporated within the cabin so the children can sit in them
- A 48 inch by 72 inch (4 ft. by 6 ft.) chalkboard would be included in the design of the school for children to write on and discuss
- On the walls, there would be information about the founding of the Freedmen's Schools, the impacts on the African American community, who funded the schools, and the aftermath of the Freedmen's Schools.
- Budget: 10,000

The Underground Railroad Map

- Room #1
- 5 ft. 3 inches deep touchscreen kiosk
- Allows the visitor to choose any routes that Harriet Tubman took enslaved people from Maryland to the South.
- Budget: 8,000

The Cotton Gin

- Room #1
- Reproduction of a cotton gin can be found at the Augusta History Museum
- The interactive would be like a before and after simulation, for example, a visitor can put in a piece of cotton that is seeded, watch the process of the de-seeding, then the clean cotton comes out.
- Diagrams showing that this invention boosted the south's economy and the need for more slaves to operate the cotton gins
- Diagrams such as percentages showing the differences before the cotton gin and after and pictures of cotton and how it is difficult to hand pick.
- Budget: 10,000

African American Experiences and Stories

- Room #5
- Several motion sensors
- 4 LED video walls (each video wall- \$9500)
- Incorporate some type of interaction framework software
- The video walls tell the African American experiences during the Civil War through four distinct stories: a sailor, a soldier, an enslaved person, and a labor worker.
- Budget: 50,000

Program Name: Homefront Experience from Women and Children's Perspectives

Proposed date: August 2021

Submitter: Kristen Dear and Sarah Craig

PROGRAM BASICS

Brief Program Description:

The program will take place once every month or can be scheduled by the educators at their convenience. The teachers and students will come to the Atlanta History Center lobby upon arriving then be directed to the Parceled Freedom exhibit to explore for an hour and half. After exploring the exhibit, the students and teachers will then be directed to the classrooms downstairs to complete the following activities: Make your own Ragdoll and Create your own diary entry. After finishing up the activities, students and teachers will have lunch and a discussion of what they have learned at Smith's Farm. After lunch, there will be more activities offered in the exhibit and classrooms. In the exhibit, students can make their own bullet using the diagram provided to them. In the classrooms, other students can decipher codes using the Alphabet cipher wheels made and provided by the museum educators. After completing all activities, the students will depart from the AHC.

Educational Objective:

Provide students with individual stories of women and children who were involved and experienced the Civil War and create connections and have them experience what these women and children would have felt at the time.

Connection to current exhibits, collections, and programs

Parceled Freedom exhibit

Relationship to Atlanta History Center strategic plan

(see http://www.atlantahistorycenter.com/assets/documents/AHC_Strategic_Plan_2017.pdf)

AUDIENCE AND MARKETING

Target audience

4th and 8th grade students

Marketing strategies

Tourism and Education

Project attendance:

3-4 trips per year and 60 students

New membership goals:

None

BUDGET

Anticipated costs (provide detailed budget):

\$175,000

- Supplies: \$5,000
- Catered lunches from Chick fila: \$5,000
- Repair or replacing: \$2,000

Funding and partnership possibilities (include both cash and in-kind contributions)

Atlanta Area Schools

Earned income goal:

\$175,000

PROGRAM DETAILS

Detailed program Narrative:

The program will take place once every month or can be scheduled by the educators at their convenience. The teachers and students will come to the Atlanta History Center lobby upon arriving then be directed to the Parceled Freedom exhibit to explore for an hour and half. After exploring the exhibit, the students and teachers will then be directed to the classrooms downstairs to complete the following activities: Make your own Ragdoll and Create your own diary entry. After finishing up the activities, students and teachers will have lunch and a discussion of what they have learned at Smith's Farm. After lunch, there will be more activities offered in the exhibit and classrooms. In the exhibit, students can make their own bullet using the diagram provided to them. In the classrooms, other students can decipher codes using the Alphabet cipher wheels made and provided by the museum educators. After completing all activities, the students will depart from the AHC.

Program Schedule:

9am: Arrive at the AHC lobby

10am to 11:30am: Walk through the Parceled Freedom exhibit

12pm: Activities in the classrooms: Make your own ragdoll and create your own diary entry

1:30pm: Lunch and discussion at Smith's Farm

2 pm: Activities resume in classrooms or exhibit

3pm: Depart from the AHC

Program set-up:

50 sets of ciphers

20 sets of play doh

50 Plain dolls

50 pieces of Doll hair, clothes, and sewing kits

50 Old time paper

5 boxes of pens

50 pre-made cipher codes

Number and type of Staff Needed (Include Planning and Production/Day of Event):

Four museum educators per activity

Two curators per discussion

Other program logistics

None

Program Name: Hear My Story: Life during the War Dinner Theatre

Proposed date: October 2021

Submitter: Kristen Dear and Sarah Craig

PROGRAM BASICS

Brief Program Description:

Visitors would arrive in the AHC lobby at 6pm and give their tickets to the front desk. Refreshments would follow until 7:30pm. At that time, dinner would be served in the lobby. After dinner, the program would begin in the exhibit at 8:30pm and last till about 10pm. A discussion would occur afterwards. After the discussion, the visitors can leave the AHC.

Educational Objective:

Provide a connection of emotion and engagement through individual stories and dialogue.

Connection to current exhibits, collections, and programs

Museum theatre program at the AHC and the Parceled Freedom exhibit

Relationship to Atlanta History Center strategic plan

(see http://www.atlantahistorycenter.com/assets/documents/AHC_Strategic_Plan_2017.pdf)

Become audience obsessed and become a high performance organization

AUDIENCE AND MARKETING

Target audience

Adults

Marketing strategies

Media outreach and Tourism

Project attendance:

400

New membership goals:

200

BUDGET

Anticipated costs (provide detailed budget):

\$200,000

- Tickets: \$20 per person
- Discounts for students, veterans, and members: 10%
- Costumes:\$10,000
- Lighting: \$1,000
- Repairs: \$2,000

Funding and partnership possibilities (include both cash and in-kind contributions)

Museum theatre program at the AHC

Earned income goal:

8,000

PROGRAM DETAILS

Detailed program Narrative:

Visitors would enter the Parceled Freedom exhibit and encounter historical individuals and engage either in conversations with them, ask questions, or listen to their life story about what their world was like and the problems they were encountering during their lifetime. After the program, the guests would engage with one another and discuss what they learned about each individual and if they noticed any differences or similarities between them.

Program Schedule:

6pm: Guests arrive at the AHC lobby and give their ticket to the front desk

6:30pm: Refreshments provided

7:30pm: Dinner served in the lobby until 8:30pm

9pm: Program in the exhibit begins

10:30pm: Program ends

10:45pm: Discussion in the lobby

11pm: Guests leave the AHC

Program set-up:

12 costumes for the educators dressing up for the program

20 props

100 dinner tables and chairs

100 cups, plates, and utensils

Number and type of Staff Needed (Include Planning and Production/Day of Event):

12 museum educators

8 makeup artists

Director

Script writer

Producer

4 costume managers

Other program logistics

None

Overall Budget

Type	Description	Expenses
Marketing and Development	Programming Opportunities	\$120,000
Marketing and Development	Public Advertising	\$300,000
Marketing and Development	Tourism and Promotion	\$280,000
Marketing and Development	Media Outreach	\$50,000
Design and Fabrication	Panel Fabrication	\$350,000
Design and Fabrication	Gallery Preparation	\$400,000
Design and Fabrication	Prop Creation	\$225,000
Design and Fabrication	Display/Object Case	\$300,000
Design and Fabrication	Graphic Design	\$300,000
Design and Fabrication	Wall Decorations	\$200,000
Design and Fabrication	Audio/Visual Installation	\$300,000
Design and Fabrication	Other	\$275,000
Design and Fabrication	Exhibit Layout Renovation	\$400,000
Collections	Object Mounts	\$250,000
Collections	Acquisition	\$200,000
Collections	Conservation	\$100,000
Collections	Insurance	\$200,000
Education	Education Programming	\$450,000
Education	Supplies for Programs	\$250,000
Curatorial Content	Acquisition of rights and	\$125,000

	licensing agreements.	
Curatorial Content	Research expenses	\$25,000
Total Expenses		\$5,000,000
Robert W. Woodruff Foundation, Inc.		\$3,000,000
Lettie Pate Evans Foundation, Inc.		\$2,000,000
The Goizueta Foundation		\$1,000,000
The Coca-Cola Foundation, Inc.		\$900,000
The Arthur M. Blank Foundation		\$800,000
Callaway Foundation, Inc.		\$650,000
Bradley-Turner Foundation		\$500,000
O.Wayne Rollins Foundation		\$450,000
Georgia Power Foundation, Inc		\$300,000
Chick-Fil-A Foundation Inc.		\$200,000
Community Foundation		\$60,000

of West Georgia		
The Peyton Anderson Foundation, Inc		\$55,000
Wells Fargo Foundation		\$30,000
James M. Cox Foundation of Georgia, Inc.		\$26,000
Turner Foundation, Inc.		\$18,500
The Delta Air Foundation		\$10,500
Total Estimated Development		\$10,000,000

