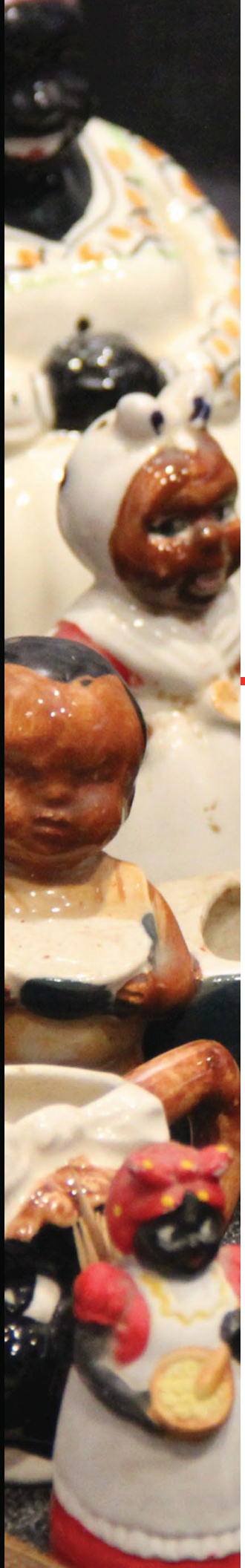
Overcoming



HATEFUL THINGS

STORIES FROM THE JIM CROW MUSEUM

EDUCATOR'S GUIDE

JIM CROW MUSEUM
witness, understand, heal

Planning Your Visit

Making Connections

- Think about how the exhibit fits into unit plans and yearly themes. Integrate the exhibit into your classroom to make your field trip essential, not auxiliary. This will help your students see the museum as a valuable resource for learning that is related to classroom goals.

Researching Ahead of Time

- Consider the logistics; get to know the museum, what it has to offer, and how to use it effectively.
- If possible, visit the museum and the exhibit ahead of your trip. Consider what you will focus on and how students will move through the exhibit.
- Interact with museum staff to ask questions; the more comfortable you are, the more effective the learning environment will be when your students come to visit.

Preparing Students

- Orient the students to the learning space; reducing the novelty of the museum will help prevent "cognitive overload" that might interfere with the tasks you would like students to complete.
- Preparation strategies may include showing students pictures of the museum or exhibit, providing them with an agenda of the day's activities, and even allowing time for exploration upon arrival.
- Consider watching the video *"The Jim Crow Museum"* as an introduction to the mission, collection, and the themes that will be found in *Overcoming Hateful Things*. It also introduces some of the violent and racist language and imagery used in the exhibit, which some may find offensive.

Preparing Chaperones

- See sample waiver language or permission slip template on the following page.
- Secure the proper number of chaperones your institution requires.
- Inform chaperones of their role on the field trip ahead of time and establish expectations.

Creating a Plan

- Decide what experiences you want for your students. When planning consider:
  - What experiences are not available in the classroom?
  - What opportunities in the museum would best suit the needs of your students?
  - A well-made worksheet may help facilitate purposeful student observation and critical thinking.

Following Up

- Follow up refers to the next lesson or project that builds on the museum experience. This component is critical, as it helps reinforce the concepts students developed during the trip
- A strong connection between the curriculum and a field trip allows students to see the museum as an integral part of their learning; it helps them not only remember what they did, but why they did it.

[1] M Kiesel, J. (2006). Making field trips work. *The Science Teacher*, 73(1), 46.

Sample Permission Slip



Overcoming Hateful Things: Stories from the Jim Crow Museum

The Jim Crow Museum's new traveling exhibit, *Overcoming Hateful Things*, explores the Jim Crow system, the African American experience through the Jim Crow era, and the legacies of this system in modern society. *Overcoming Hateful Things* will cultivate understanding and empathy for victims of racial intolerance, throughout history to the modern day, and allow visitors to bear witness to the need to guard against the dehumanizing characterizations of others, so they do not become further culturally entrenched. The exhibition confronts race, race relations, and racial inequality issues. Most importantly, the exhibit shows the ways African Americans pushed back against racial injustice.

"One task of teachers in the classroom is to acknowledge and honor students' humanity—and that means acknowledging and honoring Black humanity. That starts with acknowledging the good, the bad, and the ugly of our history as a nation."
– Rann Miller, 20202

Some of the artifacts and media pieces in the *Overcoming Hateful Things* exhibit contain mature themes, images, and language. Some viewers will find the subject matter offensive or disturbing.

Because of this, the exhibit is strongly recommended only for those 12 years of age and older. Jim Crow Museum staff encourage all school-aged children to be accompanied by a guardian or adult.

Teachers bringing learners to the exhibit may use the permission slip language below.

This form gives your child permission to view *OVERCOMING HATEFUL THINGS: STORIES FROM THE JIM CROW MUSEUM* on a school field trip with their teacher and chaperones.

My child, _____,

☐ has my permission to view the exhibit with their teacher and chaperones.

☐ does NOT have permission to view the exhibit.

_____

Parent or Guardian Name (please print)

_____ _____

Parent or Guardian (signature) Date

[2] https://www.edutopia.org/article/teaching-black-history-culturally-responsive-ways/

Exhibit Overview

The Jim Crow Museum's new traveling exhibit, *Overcoming Hateful Things: Stories from the Jim Crow Museum,* explores the Jim Crow system, the African American experience through the Jim Crow era, and the legacies of this system in modern society. *Overcoming Hateful Things* will cultivate understanding and empathy for victims of racial intolerance throughout history to the modern day and allow visitors to bear witness to the need to guard against the dehumanizing characterizations of others, so they do not become further culturally entrenched.

From Aunt Jemima advertisements to children's games, American popular culture is replete with racist images. The Jim Crow Museum features an extensive collection of racist objects that trace the history of the caricaturing and stereotyping of African Americans. The Museum, located at Ferris State University, is offering *Overcoming Hateful Things*, a traveling exhibition designed to further the Museum's mission of stimulating the scholarly examination of historical and contemporary expressions of racism, as well as promoting racial understanding and healing.

The traveling exhibition contains over 150 items of material culture from the late 19th century to the present, embodying the terrible effects of the Jim Crow legacy. In addition to items from popular and commercial culture, the traveling exhibit contains images of violence against African Americans as well as Civil Rights activists struggling for racial equality. Signage for each primary source places it in its proper cultural or historical context. The disturbing objects have been lifted from their original purposes to now serve as powerful reminders of America's racist past—and as teaching tools. But more importantly, *Overcoming Hateful Things* acquaints viewers with African American pushback, through activism, achievement, and living with dignity in their daily lives.



Image from The Jim Crow Museum Collection

The exhibit has the following thematic sections:

- Who & What is Jim Crow?
- Jim Crow Laws
- Caricatures
- Jim Crow Violence and Terrorism
- Teaching Racism & Internalizing Bias
- Jim Crow… in Public Spaces, at Home, for Sale
- We are not Jim Crow: *Demanding Civil Rights, Braving Terror, Building Communities, Raising Families, Expressing Creativity, Taking Pride*
- Jim Crow Will End When…

Please be sure to:

- Ask questions.
- Treat exhibit displays and banners with respect.
- Be aware and respectful of other visitors.
- Continue researching and learning about these topics when you return home.

Educational Connections

Key Concepts:

- Racism
- Segregation
- Human Rights
- Jim Crow
- Caricature
- Stereotypes
- Blackface / Minstrelsy
- Reconstruction
- Redlining and Housing Discrimination
- Pushback
- Civil Rights Movement
- Anti-racism
- Activism

Michigan K-12 Social Studies Standards

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation
- G1 The World in Spatial Terms: Geographical Habits of Mind
- G2 Places and Regions
- G4 Human Systems
- C1 Purposes of Government
- H1 The World in Temporal Terms: Historical Habits of Mind
- H4 The History of the United States
- U5 Civil War and Reconstruction
- U6 The Development of an Industrial, Urban, and Global United States
- U7 - The Great Depression and World War II (1920-1945)
- U8 Post World War II United States
- C2 Founding and Development of the Government of the United States of
- America
- C3 Structure and Function of Governments in the United States of America
- C4 Rights and Liberties in the United States of America
- C6 Citizenship and Civic Participation in the United States of America

English Language Arts Common Core Standards

- Reading: Informational Text
- Speaking and Listening

Enduring Understandings:

- During the period of Jim Crow, 1877-1965, racist imagery of Black people permeated American society, as evidenced by the proliferation of anti-Black everyday items.
- Jim Crow laws had a lasting impact on the social, cultural, and economic opportunities for African Americans.
- Racial caricatures and stereotypes were used as propaganda to support anti-Black prejudice and segregation.
- Fear, violence, and intimidation were used to uphold anti-Black legislation and social customs.
- There are many powerful examples of Black people pushing back against racist stereotypes, segregation and violence by demanding civil rights, promoting nonviolence, building communities, and expressing creativity.
- Jim Crow-like images are still being created and distributed.
- True dialogue and a confrontation of difficult histories, even when painful, is a necessary prerequisite for addressing racial problems.



Image from The Jim Crow Museum Collection

Background Information

Who was Jim Crow?

In the early 1830s, Thomas Dartmouth Rice, "Daddy Rice," was a white actor who performed in blackface and popularized racially demeaning minstrel shows. He created the antebellum character Jim Crow, a song-and-dance caricature of Black people. By 1838, Jim Crow had become a racial slur.

The name Jim Crow is often used to describe the segregation laws, rules, and customs which exisited until the mid-1960s.The name Jim Crow came to denote segregation when Southern and Border states passed Jim Crow laws legitimizing a racial caste system. But, Jim Crow was more than laws. Strict social customs regulated public Black behavior as well as every interaction between the races. Even in the North, where Jim Crow laws were often not official, social rules reinforced a racial hierarchy that put white people first.

Definitions

Blackface Minstrelsy. Minstrel shows were among the first truly American forms of entertainment. Performers blackened their faces, exaggerated their mouths, put on wooly wigs, and donned clownish clothing to ridicule African Americans. Eventually, radio and film eclipsed the professional minstrel show, but amateurs kept minstrelsy alive in local theaters, churches, and high schools into the 1960s. The racist practice of blackface lives on, too.

Caricature. A caricature is a grotesque portrait of a person with exaggerated and distorted features that mock, satirize, or humiliate the subject. Racial caricatures amplify traits—physical or behavioral—until the subject is absurd, bizarre, frightening, or ugly. Some are used so often that they have names.

Racial hierarchy.3 This describes the ranking of racial groups based on physical and perceived characteristics. It refers to the complex belief system that puts groups in different tiers of political, economic and cultural power. Racism relies on the creation and maintenance of these hierarchies.

Reconstruction.4 1865-1877: The period following the Civil War, when emancipation ended the enslavement era. There was an effort to rebuild the United States, reintegrate Southern states back from the Confederacy, redress the inequities of slavery, and define the rights of the 4 million newly-freed people in a nonslave society. Although this was a turbulent time, Black Americans legally gained freedoms, citizenship, and (for men) the right to vote.



Image from The Jim Crow Museum Collection

Redlining.5 A discriminatory practice that was used to systemically deny individuals access to services like mortgages, home insurance and other services based on their race or ethnicity. Banks and agencies deemed areas with mostly Black residents "undesirable" and not worth investment. They drew red lines on real estate maps indicating where they refused mortgages, home improvement loans, and insurance.

Segregation.6 The act of separating people or maintaining physical separation in areas of daily life. Racial segregation is systematic separation based on race or ethnicity.

Stereotype.7 Stereotypes are oversimplified beliefs about members of a race. These sets of characteristics associated with groups of people are based on generalizations and often lead to stigmatization and discrimination. Stereotypes can be positive or negative but are always harmful.



Image from The Jim Crow Museum Collection

[3] https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and
4 https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html
5 https://www.law.cornell.edu/wex/redlining
6 Ibid.
7 https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and

In the Exhibit

Primary Sources: Objects and Images

Overcoming Hateful Things includes a mere sampling of over 20,000 artifacts that represent over 150 years of anti-Black, racist objects and images in the Jim Crow Museum collection. These everyday objects and images are propaganda. They perpetuate anti-Black messaging, reinforce harmful ideas about African Americans, and continue to influence attitudes toward Black people. They justify discrimination. They are evidence of a system called Jim Crow.

Some primary sources have been reproduced to allow for hands-on examination. Reproductions of stereocards can be viewed through stereoviewers, and some book reproductions can be flipped through and analyzed up close. Another powerful source is a segregation flipbook series of then and now maps showing the racial make-up of cities across the United States during the Jim Crow era, 1920-1960, and today.

The mission of the Jim Crow Museum is to teach tolerance using objects of deeply rooted intolerance. As such, learners are invited to think critically about the context, history and impact of the objects, photographs, prints and other primary sources they will encounter throughout the *Overcoming Hateful Things* exhibit.

Object-based Student Prompts:

- What is it you see?
- What do you notice?
- What makes you say that?
- What do you wonder?

For a deeper dive into object investigation, use the template provided below:

Describe and/or sketch your detailed observations of the object. Consider its color, texture, appearance, shape, and size. Label your drawing or record patterns, markings, and anything else you think is important.

When do you think this artifact was made?

Where do you think this artifact was made?

Where do you think it was used?

What do you think this artifact was used for?

What message is being conveyed by the object?

Who do you think used this artifact?

Who do you think made this artifact?

Reflect & Consider…

What can we learn from this object?

Why do you think this was chosen to be in the *Overcoming Hateful Things* exhibit?

What other questions do you have about this artifact?

Describe any connections to things you've learned before.

Other thoughts or reflections:

Exhibit Panels

The exhibit includes information explaining the objects' or images' historical and cultural significance. These large panels with historical photographs, quotes and information help learners understand and discuss the broader context of each primary source and the exhibit themes. Below is a sampling of topics presented through didactic panels:

- **Jim Crow Laws.** A large panel outlines the major systems designed to control Black bodies, Black labor, and Black freedoms in the 1600s-1900s: "slave codes," "black codes," and Jim Crow laws. This panel is juxtaposed with a section entitled "Push Back: Fighting Jim Crow Laws," presenting a timeline of the work of activists to secure legal victories, supreme court rulings and acts that secured rights and freedoms for African Americans. The walls are interactive; when visitors lift each panel, they reveal and read the language of the law.
- **Jim Crow Etiquette.** Even in the North, where Jim Crow was not always codified into law, social rules still reinforced a racial hierarchy that put white people first. A wall panel presents examples of some of the pervasive Jim Crow Etiquette that degraded Black people.
- **Caricatures.** *Overcoming Hateful Things* explores just a few of the major anti-Black caricatures—and how they endure even today. In the United States, all racial groups have been caricatured, but none as often or in as many ways as Black Americans. Learners will be introduced to the most common anti-Black caricatures and will explore their origin, meaning and impact.
- **Pushing Back.** Throughout the exhibit, powerful examples are shared of the strides Black Americans made despite the confines of Jim Crow and the onslaught of hateful images and ideas. Biographies of influential Black artists, leaders and activists highlight how people pushed back against Jim Crow.

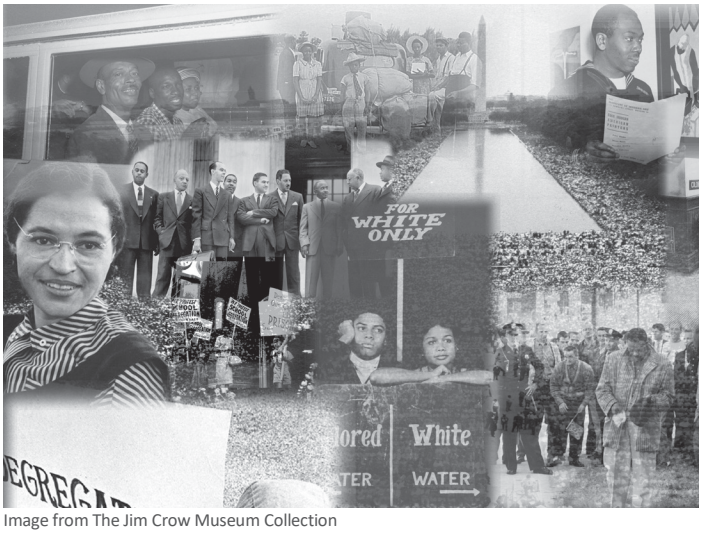


Image from The Jim Crow Museum Collection

Student Prompts:

1. Discuss Jim Crow Laws.
   - Choose one law from the 1600s, one law from the 1800s, and one law from the 1900s and summarize the impact it had on Black people.
   - Six major milestones that pushed back against Jim Crow are presented here: Powell v. Alabama, New Negro Alliance v. Sanitary Grocery, Brown v. Board of Education, Civil Rights Act, Voting Rights Act, Loving v. Virginia. After reading about these milestones, discuss: Which do you think was the most influential? Why do you think that?
2. Use a journal to identify and record a listing of influential people who have worked to push back against Jim Crow. Then, reflect: How many people on your list have you learned of before? How many are new to you? What ways did these people fight back against Jim Crow violence and stereotypes?
3. As you explore the exhibit, find and record a quote from three of the people listed below:

- **Dr. Martin Luther King, Jr**
- **Ida B. Wells**
- **Cornelius Battey**
- **Curtis Mayfield**
- **Dr. Carter G. Woodson**
- **Septima Clark**
- **James Baldwin**
- **Percival Prattis**
- **Asa Philip Randolph**
- **Malcolm X**

Multimedia Elements

Videos and digital interactives can be found throughout *Overcoming Hateful Things*. They are designed to engage learners and offer additional insights on exhibit themes.

Videos

- **Who and What is Jim Crow?** This narrated program covers the roots of racism, blackface and minstrelsy, quickly tracing the progression of Jim Crow laws from Reconstruction to Redemption.
- **Why I Collect.** An interview with Jim Crow Museum Director and founder, Dr. David Pilgrim, explains his rationale for collecting racist imagery.

Digital Interactives

- **Photo Studio Interactive.** By the late 1800s, African Americans had a new tool to combat the assault of racist Jim Crow caricatures: photography. See portrait photos taken by Black people that document and capture Black life, as it was lived and experienced. Photos reflect the pride of recently-freed people and their efforts to reframe their own image.
- **Carnival Game Archival Clips.** Archival media demonstrates examples of carnival games in which Black people are the target. These clips demonstrate how violence against Black people wasn't limited to an occasional event, but was a regular form of entertainment at fairs and carnivals.
- **Racist Storytelling.** Visitors are confronted with media samples that demonstrate racist storytelling in books, movies, TV and radio.
- **Artifact Explorer.** Visitors can explore the Jim Crow Museum's artifact collection on tablet devices.
- **Mapping Terror and Violence.** A digital map allows visitors to explore instances of racial violence nationwide. Layers include race massacres, lynchings, whippings, rapes, police brutality, tar and featherings.
- **Coon Songs Piano Interactive.** Visitors will be exposed to songs and lyrics that demonstrate the popularity and ubiquity of racist songs, known as "coon songs."

Reflect.

- **Reflect and Respond.** Near the end of the exhibit, a response mural captures and displays visitor responses to the prompt: Jim Crow will end when…

Student Prompts:

After visiting the Museum, find a space for students to quietly sit and journal or facilitate a discussion about the experience. Consider:

- *What do you think this exhibit program was trying to teach you?*
- *What is the most important thing you learned?*
- *What surprised you?*
- *What was the most powerful image or object you saw?*
- *What can I do to make the world better?*

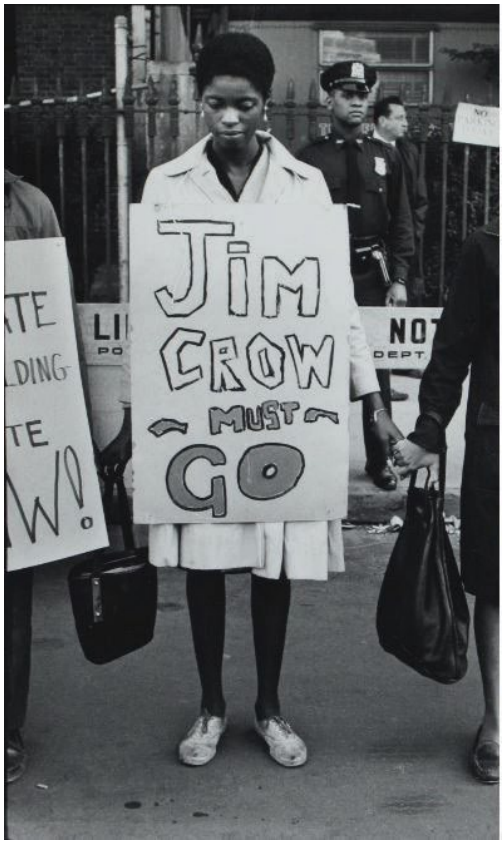


Image from The Jim Crow Museum Collection

In the Classroom

The Jim Crow Museum YouTube Channel

- This channel includes interviews, footage from the Jim Crow Museum, historical photographs, and animated shorts. These videos are excellent teaching tools to introduce learners of all ages to topics like discrimination, segregation, and racism in an accessible and impactful manner. Additionally, stories and biographies highlight Black achievements and trailblazers, demonstrating the significant contributions that Black people have made despite the discrimination and systemic barriers they've faced throughout American history.
- *https://www.youtube.com/@jimcrowmuseum/videos*

Explore the Jim Crow Museum Virtually

- Experience the power of a visit to the Jim Crow Museum. The Virtual Tour gives you the ability to experience the museum as if you were there in person. You can explore the exhibit cases, zoom in on the objects, listen to the didactic panels, play the videos, and engage with the collection in a variety of ways. Start your exploration here: *https://my.matterport.com/show/?m=X9ou6MvycZU&help=1*
- Enrich this experience with the Virtual Tour Unit Plan, designed for students in grades 9-12.

Jim Crow Museum Interactive Timelines

- Interactive timelines embedded with media such as photographs, videos and textual information cover the following periods: Africa Before American Slavery; Slavery in America; Reconstruction; Jim Crow; Civil Rights; Post Civil Rights.
- *https://jimcrowmuseum.ferris.edu/timeline/homepage.htm*

Research on the Jim Crow Museum Digital Collection

- The Jim Crow Museum has a collection of over 20,000 objects, primarily created between the 1870s and the 1960s. On the beta version of the Jim Crow Museum Digital Collection, you can browse a portion of these primary sources by object type (such as postcards, photographs, cookbook) or association (including topics such as slavery, Michigan, white supremacy). You can also search the Collections for specific terms or phrases.
- The Jim Crow Museum also has a webpage curated with exhibit topics which includes a plethora of information, images and primary sources. Learn more here: *https://jimcrowmuseum.ferris.edu/explore-exhibits.htm*
- Use the Library of Congress's Document Analysis resources, with worksheets to examine photographs, cartoons, artifacts and more, to guide your study: https://www.archives.gov/education/lessons/worksheets

Media Literacy

- A media literacy unit plan for grades 9-12 was created by the Jim Crow Museum. It contains lessons designed to explore topics related to media literacy, media bias, and digital literacy. Media literacy relates to the themes in the Jim Crow Museum's collection and to how race is presented in the media today. Throughout this unit, students will draw connections between everyday objects, anti-Black propaganda and media messages that justified racism past and present.
- *https://jimcrowmuseum.ferris.edu/education/materials/JCMMediaLiteracyUnitPlan.pdf*

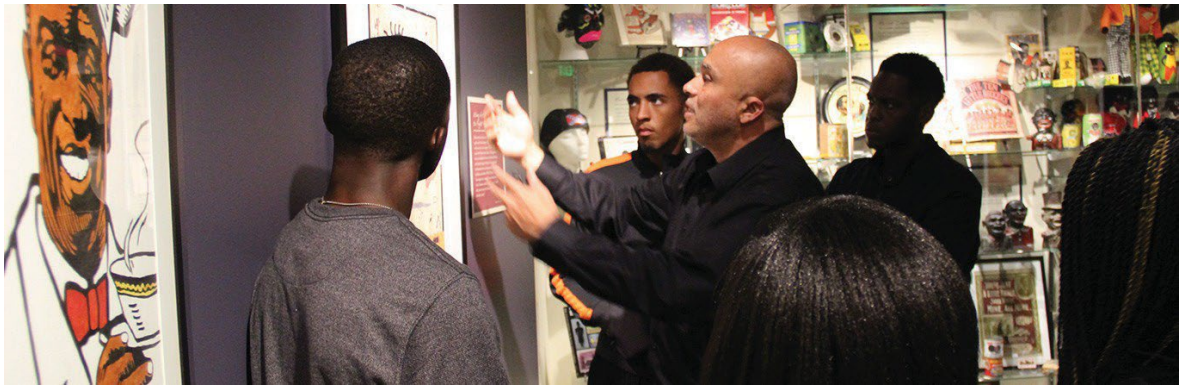


Image from The Jim Crow Museum Collection

In the Classroom

Relevant Quotations. Use the following quotes as a catalyst for discussion or journaling. Consider:

- *What do these quotes mean to you?*
- *What connections can you make to themes and issues raised in the Overcoming Hateful Things exhibit?*

"Power concedes nothing without a demand. It never did and it never will."	Frederick Douglas, August 3, 1857, speech at Canandaigua, New York
"The only tired I was, was tired of giving in."	Rosa Parks, *Rosa Parks*: My Story, 1992
"Like a boil that can never be cured so long as it is covered up but must be opened with all its ugliness to the natural medicines of air and light, injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of national opinion before it can be cured."	Dr. Martin Luther King Jr., Letter from Birmingham City Jail, 1963
"The world changes according to the way people see it, and if you alter, even by a millimeter, the way a person looks or people look at reality, then you can change it."	James Baldwin, September 23, 1979 interview by John Romano in *The New York Times*
"We have to walk around being perfect all the time just to be seen as human. Don't you ever get tired of being a symbol? Don't you ever just want to be human?"	Christina Hammonds Reed, *The Black Kids*, 2020
"If you can control a man's thinking you do not have to worry about his action.... If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself."	Dr. Carter G. Woodson, *The Mis-Education of the Negro*, 1933
"We have been through the fire, and we know it, and we have been tempered by it, in order to endure a day that is coming, and in order to raise up future generations: even as we were raised up. Nothing lasts forever, not even our suffering, and we have everything to celebrate: ourselves."	James Baldwin, foreword to *The Black Photographers Annual*, 1976
"Young, gifted and black *Oh what a lovely precious dream* *To be young, gifted and black* *Open your heart to what I mean* *In the whole world you know* *There's a million boys and girls* *Who are young, gifted and black* *And that's a fact* *'You are young, gifted and black'* *We must begin to tell our young* *There's a world waiting for you* *Yours is the quest that's just begun* *When you feelin' really low* *Yeah, there's a great truth that you should know* *When you're young, gifted and black* *Your soul's intact."*	Nina Simone, "Young, Gifted, and Black," 1970
"The Afro-American is not a bestial race. If [my] work can contribute in any way toward proving this, and at the same time arouse the conscience of the American people to a demand for justice to every citizen, and punishment by law for the lawless, I shall feel I have done my race a service."	Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases*, 1892

Classroom Discussion Resources

The Jim Crow Museum understands that individuals have varying comfort levels when speaking about race and confronting racism. This may be particularly challenging for educators tasked with guiding young minds through conversations about the history of racism in the United States and how those laws, beliefs, and material culture influences contemporary race relations today.

Debates about race, racialized incidents, and bias are ever present in the classroom, media, and at home. Educators are part of a learning community that involves parents, colleagues, administrators, and other stakeholders. Journeying towards racial comprehension, healing, and justice is important. We cannot stop the cycle alone, but we can grow in our personal perceptions and contributions to the culture of tolerance.

Thank you for joining the Jim Crow Museum for these crucial dialogues. Contact the Jim Crow Museum with educational related questions at **EducationJimCrow@Ferris.edu**

These additional resources provide strategies for facilitating meaningful conversations about race in your classroom:

Anti-Defamation League
https://www.adl.org/resources/tools-and-strategies/race-talk-engaging-young-people-conversations-about-race-and-racism
https://www.adl.org/resources/tools-and-strategies/how-should-i-talk-about-race-my-mostly-white-classroom

Bok Center for Teaching and Learning at Harvard University:
https://bokcenter.harvard.edu/inclusive-teaching

Center for Research on Learning and Teaching at the University of Michigan:
http://www.crlt.umich.edu/multicultural-teaching/difficult-moments

Difficult discussions, from The Teaching Commons at Georgetown University:
https://commons.georgetown.edu/teaching/teach/discussions/

Learning for Justice:
https://www.learningforjustice.org/

Managing difficult classroom discussions, from Indiana University Bloomington's Center for Innovative Teaching and Learning:
https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions/index.html

Vanderbilt University's Center for Teaching:
https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/

Additional Lesson Planning Resources

Use the following resources to help you plan units of study related to themes raised in the exhibit:

Jim Crow Museum Social Studies Curriculum Guide, Grades 9-12

https://jimcrowmuseum.ferris.edu/education/index.htm

Jim Crow Museum Resource Guide. This guide offers suggested websites, articles, books, videos, films, and museums.

https://jimcrowmuseum.ferris.edu/education/materials/JCMResourceGuide_2021.pdf

Stories of Freedom and Justice from the Smithsonian Institute:
https://americanhistory.si.edu/freedomandjustice

Equal Justice Initiative Reports of Racial Injustice
https://eji.org/reports/

Search the Library of Congress for a variety of freely accessible, high-quality primary sources. Search terms may include: Jim Crow, Racism, Reconstruction, civil rights, March on Washington, Stereotypes
https://www.loc.gov/

Antiracism in the AP US History Classroom
https://www.antiracistapush.com/

Credits

JIM CROW MUSEUM

Using Objects of Intolerance to Teach Tolerance and Promote Social Justice

Overcoming Hateful Things is a traveling exhibit created by the Jim Crow Museum.

The Jim Crow Museum

We are an anti-racism institution and a testimony to African American resiliency.

This is a collection of objects and attitudes that both shaped and reflected the past—history that belongs to all Americans as inheritors of Jim Crow's legacy. We collect, study, and use these objects to create dialogue about race.

Our mission is to teach tolerance using objects of deeply rooted intolerance. We combat ignorance with truth and replace fear with understanding. Through our exhibits, programs, and resources, the Jim Crow Museum promotes personal and community awareness, social justice, and racial healing.

The Jim Crow Museum is located on the campus of Ferris State University in Big Rapids, Michigan.

Visit https://jimcrowmuseum.ferris.edu/ to learn more.

Educator guide created by the Grand Rapids Public Museum.

INSTITUTE of Museum and Library SERVICES

Contact Jim Crow Museum
1010 Campus Drive
Big Rapids, MI 49307
JimCrowMuseum@Ferris.edu
(231) 591-5873

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