The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey
“Where Art and History Intersect”

A Project of the
Florida Department of Education
Bureau of Curriculum and Instruction

www.thekinseycollection.com
Image: http://www.wordle.net/
Introduction

Bernard and Shirley Kinsey, both Florida natives, met while attending Florida A & M University in Tallahassee, Florida. Bringing their life experiences and history into focus, they began to collect works of art and artifacts that were particularly rich with meaning for them and their son, Khalil.

Now retired from the Xerox Corporation and residing in Los Angeles, California, the Kinseys serve both the immediate community in which they work and live, and the larger community of Americans in need of learning about and communicating with one another across all perceived lines—gender, race, socio-economic, and beyond. To that end, they have elected to share significant portions of The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect” with Florida’s students and educators, first through the Norton Museum of Art in West Palm Beach, and then through The Mary Brogan Museum of Art and Science in Tallahassee. The Kinsey Collection will be on exhibition at the Brogan Museum through mid-March of 2010, after which The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect” will be moved to The Smithsonian Institute in Washington, D.C.

When one talks with the Kinseys, who are warm-hearted, open-minded, and passionate about their mission, the never-ending theme is their desire for people to talk and listen to one another, and to respect the contributions of all Americans to the nation we have become and can yet be. The Florida Department of Education presents this eighteen-image virtual excerpt of the full Kinsey Collection so students and teachers in every region of Florida can explore and benefit from this shared opportunity.

The Mary Brogan Museum of Art and Science offers a number of educational resources accessible by visitors from beyond its walls, which may be used for teacher preparation and student exploration. Visitors to the Web site will find links to The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect,” and the Kinsey Newspaper In Education. A cell phone call to 850-254-0600 allows listeners to enjoy a free Celebrity Cell Phone Audio Tour recorded by the Kinsey’s son, Khalil, and well-known African American celebrities.

The Norton Museum of Art maintains several links on its Web site, which you may wish to access. Tallahassee.com has additional offerings, including interviews with Bernard and Shirley Kinsey, with news of upcoming events.

Curriculum Prompts

The curricular material that follows is a series of prompts designed, by turns, to encourage:

- exploration of the Collection and the extraordinary contributions of the countless individuals it represents
- conversation among Florida’s students and educators
- growth as learners in a variety of content areas and life, in general
- open-mindedness
- expansion by teachers into class discussions, single lessons, or units of study, as fits the curriculum needs in each classroom

The prompts, arranged by artifacts and works of art within historic subsections, cover a variety of content areas and grade clusters, which have been loosely grouped as K-5, 6-8, and 9-12. Educators
should select the activities best-suited to their specific students and curriculum. Just as there are clearly different “voices” speaking through the Kinsey Collection, you will notice a variety of voices in the prompts. Every attempt has been made to maintain and celebrate the richness of differing perspectives.

Several benchmarks are included to inform and support instruction, although the list is not exhaustive, and many prompts include optional extensions for additional exploration and creativity. Some prompts are brief, while others are more extensive and offer guiding questions and detailed instructions for specific projects.

There are three Tabs associated with the prompts, and all items included in those Tabs are also accessible via the links embedded within the prompts:

- Tab 1 – Images
- Tab 2 – Texts
- Tab 3 – Vocabulary

The title of one or more artifacts or works of art appears at the beginning of each prompt. You may click on each title to link immediately to its image. If there is text associated with an image that is not readily available on the Internet, it had been housed under the Texts Tab and a clickable prompt appears immediately following the title of the artifact. Texts that are readily available on the Internet have not been included with this material.

The prompts were developed from contributions made by several respected K-12 educators from Tallahassee and across Florida. Their content knowledge, creativity, and understanding of how students learn are deeply appreciated. The Florida Department of Education, Bureau of Curriculum and Instruction, sincerely thanks the following:

**In Appreciation…**

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As You Begin…

Explore the many links and suggestions you will find within this information. Expand and combine activities as you wish, focus on a single element, or combine elements from two or more prompts. What you will soon learn is that “everything is related to everything,” and what you learn associated with one artwork or artifact will help you understand others. Above all, encourage open, respectful dialogue among Florida’s students. They are the Americans who must lead us forward.

If you have questions about this project based on the Kinsey Collection, please contact Dr. Linda Lovins at Linda.Lovins@fldoe.org or (850) 245-0762.

**General, Introductory Prompts, #1 – 3: The Kinsey Collection**

**Prompt #1: The Kinsey Collection**

The Kinseys started a collection of art and artifacts to represent the special occasions and travels in their lives. They are sharing it with students, educators, and the general public because they feel it is important information for us to learn about and discuss the history of these items and the people behind them.

Categorize the works currently in *The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect,”* using a graphic organizer to show the importance of each piece to its collectors. Select eight to ten items you currently own that best represent special or important moments in your history so far and share them with classmates through a podcast, computer-generated presentation, or in-school Wiki space. Include explanations for your choices.

**Grades: K-5**
**Benchmark(s): LA.4.4.2.2; SS.K.A.1.2**
Prompt #2: The Kinsey Collection

Select any artifact or work of art from The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect” that particularly appeals to you. Write a short description of the significance of that piece relative to its place in history and its place in the Kinsey Collection.

Grades: 6-8
Benchmark(s): LA.6.4.2.3; LA.6.6.2.1; SS.6.W.1.3; SS.8.A.1.7; VA.D.1.3.1

Prompt #3: The Kinsey Collection

The Kinseys believe there are three reasons to collect: the artist, the patron, and the museum. Each is dependent upon the others. Discuss why each is significant and how you, as a collector, might make decisions about what pieces to add or subtract from a collection. Using the Internet, explore and compare the items in The Kinsey Collection: Shared Treasures of Bernard and Shirley Kinsey - “Where Art and History Intersect” with other important collections of African American art, such as The Harmon and Harriet Kelley Collection of African American Art Works on Paper, The Walter O. Evans Collection of African American Art, or Something All Our Own: The Grant Hill Collection of African American Art. Discuss the collectors’ focus and intent as they built and began to share their Collections.

Grades: 9-12
Benchmark(s): LA.1112.3.2.1; LA.1112.4.2.3; SS.912.H.1.1; VA.C.1.4.1; VA.D.1.4.1; VA.E.1.4.1

Slave Trade, Prompts #4 – 5: The Kinsey Collection

Prompt #4: The Kinsey Collection

- **Henry Butler buys the freedom of his wife and four children for $100, 1839** (Ink on paper, 9 x 14 ½”) – Henry Butler [Click here to read the text.]
- **A. M. F. Crawford’s Letter, April 3, 1854** (Print on paper, 19 ¾ x 12 ½”) [Click here to read the text.]

Primary-source documents often reveal a great deal about the attitudes, beliefs, and practices of the time period. Examine the images and texts of these documents, written in 1839 and 1854, respectively.

- Analyze the intellectual, economic, “benevolent,” and other attitudes, beliefs, and practices that provided the foundation for these and other slave-trade transactions, and indicate how they are reflected in these documents. Write a description or create a visual organizer outlining the
attitudes, beliefs, and practices these documents display, identifying specific details from the documents to support each one. How would the United States be different today if the slave trade had never been brought to our country? Use and cite additional primary or secondary sources and other documents to support your position.

- Experts estimate that Butler’s family would likely have commanded $1,800 on the open slave market. Write a dialogue, as you imagine it might have happened, in which Mrs. Graham and Mr. Butler agree on a sale price of $100 for his entire family and perform it for the class. Through the dialogue, help others understand why you think Mrs. Graham agreed to sell them at this price and what you think Mr. Butler had to do or endure in order to save that amount of money.

Grades: 9-12
Benchmark(s): LA.910.6.2.2; SS.912.A.1.1; SS.912.E.1; TH.A.1.4.1; TH.B.1.4.1

Extension(s):
- Human trafficking remains a terrible global problem. Using these two historical documents as a foundation, search the internet and other resources for twenty-first century occurrences of human trafficking in the US and abroad. Consider such resources as the U.S. Department of Education’s Office of Safe and Drug-Free Schools; the 2007 U.S. Department of State Trafficking in Persons Report; and the work of national and international organizations dedicated to eradicating such practices.
- Read Mark Twain’s short story, titled “A True Story,” written around 1876. Keeping in mind that this was a piece of personal history told to the author by a respected family servant, “Aunt Rachel,” write a parallel story that describes Mark Twain’s thoughts as he listened to this story (Note: “Mark Twain” is the pen name used by Samuel Clemens.).
  - Include a section at the end, in which the author and story-teller talk about her experience that offers an explanation of her cryptic ending: “Oh no’ Misto C-----, I hain’t had no trouble. An’ no joy!”
  - “A True Story” does not indicate whether “Aunt Rachel” and her son were able to remain together once they were reunited. In a paragraph or two, describe what you believe happened between them during the missing decades between when they met again in her kitchen and when she shared her story with Mark Twain.
- Watch the movie, “Amistad,” and chart evidence of the characters’ intellectual, economic, “benevolent,” or other attitudes, beliefs, and practices about slave trading and the Africans it brought to our shores against their will. Make special note of changes—with causes—in characters’ knowledge and beliefs.
- Many people believe that a life of service to others is honorable and desirable, and Mr. and Mrs. Kinsey are no exception. Discuss how this kind of service relates to that of the slaves and consider how you would feel serving under these two very different circumstances:
  - To feel compelled (drawn) to serve
  - To be compelled (coerced or forced) to serve

Prompt #5: **The Kinsey Collection**

- **A. M. F. Crawford’s Letter, April 3, 1854** (Print on paper, 19 ¾ x 12 ½”) [Click here to read the text.]