

# THE ART OF DIPLOMACY

## WINSTON CHURCHILL AND THE PURSUIT OF PAINTING



MILLENNIUM GATE MUSEUM  
ATLANTA  
October 3, 2014 - February 1st, 2015



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MILLENNIUM GATE  
MUSEUM

The Millennium Gate Museum in Atlanta, Georgia is the winner of the 2006 Palladio Award for design of a public space and showcases world-class architecture and art that draws visitors from around the globe. It is located in a 101 foot tall monumental arch and is situated on axis with 17th Street in the Atlantic Station development. People are drawn to the arch not only for its beauty, but also for its setting at the edge of a park with a three acre lake. It is embellished with sculptural allegory honoring peaceful accomplishment over the last 2000 years and is the largest classical monument to be built since the construction of the Jefferson Memorial.

The Millennium Gate Museum is not only a work of art, but also a cutting edge educational tool. The museum tells Georgia's story through interactive technology, film, and exhibitions.

### **18<sup>th</sup> Century Georgia Pioneer Gallery**

Beginning with pre-Columbian Native American history and 16th century Spanish settlement of the coast, the Georgia Pioneer Gallery focuses on General Oglethorpe's creation of the Colony of Georgia and the enlightenment ideals that were so instrumental in its inception. The gallery contains documents and historical artifacts from the Native Indian, Spanish, British Colonial, and American Revolutionary periods that complement and add dimension to the museum's history exhibit panels.

### **19<sup>th</sup> and 20<sup>th</sup> Century Galleries**

The galleries narrate the story of Atlanta's and Georgia's early history and the bold leadership that has helped them jointly grow into one of the most important destinations in the world. The exhibition features photographs and artifacts from twenty of Atlanta's pioneering families, names such as Adair, Candler, Glenn, Herndon, Rich, Woodruff, and many others who have helped to shape our social, economic, political, and philanthropic landscape.

### **21<sup>st</sup> Century Interactive Gallery**

In partnership with Georgia Tech's Interactive Media Technology Center, the museum has created an Interactive Philanthropy Gallery that allows visitors to explore Atlanta and how philanthropy has changed the various neighborhoods that comprise this thriving metropolis. Using Nintendo Wii technology in an immersive theater setting, visitors have the opportunity to explore Atlanta's history. In the second interactive component, a projection visualizes Atlanta's evolution over the past 150 years, giving visitors the chance to switch between historic and contemporary images of our city's major landmarks with a simple wave of the hand.

### **Period Rooms**

The Millennium Gate features three period rooms: an 18th century Colonial study from Georgia's Declaration of Independence signer Lyman Hall's Midway, Georgia, the 19th century office of Coca-Cola magnate Thomas K. Glenn during his tenure as president of Atlantic Steel and the Trust Company of Georgia simultaneously, and the 20th century drawing room of Pink House, the Rhodes-Robinson home designed by Philip Shutze and Edward Vason Jones.



Winston Churchill and U.S. President Franklin Roosevelt talk to the press at the villa of Dar-es-Saada during the Casablanca conference in Morocco, January 24, 1943.

# THE ART OF DIPLOMACY

## WINSTON CHURCHILL AND THE PURSUIT OF PAINTING

“You have a medium at your disposal which offers real power, if you only can find out how to use it.”

–Winston Churchill, *Painting as a Pastime* (1921)

In honor of the 50<sup>th</sup> anniversary of Sir Winston Churchill’s death (January 24, 2015), The Millennium Gate Museum and the Churchill family have jointly organized an exhibition of the iconic statesman, war-time hero, and Nobel-prize winning historian’s lesser known but equally vibrant triumphs: his paintings, better and more humbly known among his friends and in his writings as his “daubs.”

Curated in part from the never-before exhibited, personal family holdings of several descendants, *The Art of Diplomacy* explores the relationship between Churchill’s strategic decision-making and his evolving practice as an artist. How did his strengths as an historic leader, innovator, and policymaker affect his painting, and how in turn did his development as an artist influence his decisions and overall perspective? Churchill, who picked up painting in the wake of his resignation as First Lord of the Admiralty following 1915’s disastrous Battle of Gallipoli, embraced art as a source of great enjoyment. But beyond his love of what he called a “joy-ride in a paint-box,” he saw painting as testing grounds for leadership strengths like audacity, humility, foresight, and strength of memory. Painting a picture, he wrote, “is like fighting a battle; and trying to paint a picture is, I suppose, like trying to fight a battle.”

*The Art of Diplomacy* thus brings together over twenty of Churchill’s paintings, photographs, letters, films, and personal belongings as it guides the viewer from Churchill’s early artistic career in the late 1910’s to his prodigious, inter-war period and, finally, to his late works leading up to his passing in 1965. Divided into eight sequences, the exhibition will span the Millennium Gate’s three major galleries, two period rooms, and its technology center, including sections on: Origins, Mentors, and Political Rebirth, 1915-1921; Technique and Tactics, 1922-1930; Hobbies, Political Wastelands, and the Rise of the Nazi Party, 1930-1939; World War II and a Sunset in Marrakech, 1939-1945; Art as Diplomacy in the Post-War Era, 1945-1965; Legacy, 1965-Now; Chartwell and Chequers; and Churchill and Georgia. The Millennium Gate additionally hopes to borrow four paintings that Churchill gave to his closest World War II allies – President Franklin Roosevelt, President Harry Truman, President Dwight Eisenhower, and Ambassador Averell Harriman – representing the first time that these works would ever be showcased together.

In comparison to previous exhibitions of Churchill’s work, *The Art of Diplomacy* presents a novel interpretation that places the act of painting at the center of Churchill’s evolving leadership – and, by extension, at the heart of twentieth century history. As Churchill wrote, “If it weren’t for painting I could not live. I couldn’t bear the strain of things.” If he was right – in the words of esteemed art historian Ernst Gombrich – **“his painting may have helped to save Western civilization.”**

# GEORGIA PERFORMANCE STANDARDS

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## FIFTH GRADE

**SS5H6 The student will explain the reasons for America’s involvement in World War II**

- **Describe Germany’s aggression in Europe** and Japan’s aggression in Asia.
- **Describe major events in the war in both Europe** and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the **Holocaust**.
- Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.
- **Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.**
- Describe the effects of rationing and the changing role of women and African- Americans; include “Rosie the Riveter” and the Tuskegee Airmen.
- Explain the U.S. role in the formation of the United Nations.

## SIXTH GRADE

**SS6H7 The student will explain conflict and change in Europe to the 21st century**

- **Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Super-powers.**

## EIGHTH GRADE

**SS8H9 The student will describe the impact of World War II on Georgia’s development economically, socially, and politically.**

- **Describe the impact of events leading up to American involvement in World War II;** include Lend-Lease and the bombing of Pearl Harbor.
- Evaluate the importance of Bell Aircraft, military bases, the **Savannah and Brunswick shipyards**, Richard Russell, Carl Vinson, and **Franklin Roosevelt who lived part time in Georgia.**
- Explain the impact of the Holocaust on Georgians.

**SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970**

- **Analyze the impact of the transformation of agriculture on Georgia’s growth.**
- Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- Discuss the impact of Ellis Arnall.

\* These are standards that educators can relate to thematics highlighted in the exhibition.

## **NINETH – TWELFTH GRADE**

**SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**

- **Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.**
- **Identify Nazi ideology, policies, and consequences that led to the Holocaust.**
- **Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.**
- **Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur’s plan for Japan.**

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

- Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.
- Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.
- **Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.**
- **Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.**
- Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.
- **Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.**

*The Art of Diplomacy* can help students develop critical thinking and information processing skills, including:

1. Bridge essential understanding about past events
2. Understand the nature of historical inquiry
3. Encourage the consideration of multiple perspectives on events
4. Engage in speculation about the known and unknown motives and actions of historic figures
5. Integrate the strands of Social Studies and Art

# STUDENT TOURS

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Each student group will be broken into four pods that **align with the exhibition's theme and Georgia's Common Core Standards**. The pods each have a docent that has received extensive communication training and understands the historical significance of each artifact. The students will spend approximately 15-20 minutes in each section.

## **First Pod:** *Origins and Political Rebirth*

- Understand the strong influence painting and writing had in shaping the thoughts, actions, and emotions of Churchill's life
- Identify major figures of World War II including: Franklin Roosevelt, Joseph Stalin, Winston Churchill Harry Truman, Benito Mussolini, and Adolf Hitler
- Explore the events leading up to American involvement in World War II

## **Second Pod:** *World War II and a Sunrise in Marrakech*

- Understand the rise, ideology, and policies of Nazi Germany
- Description of major events including: Lend-Lease Program, El-Alamein, Stalingrad, D-Day, VE Day
- Discuss the military and diplomatic negotiations between Churchill, Stalin, and Roosevelt. Specifically the Teheran, Yalta, and Potsdam conferences and their impact of Eastern Europe

## **Third Pod:** *Churchill and Georgia*

- Analyze the impact of World War II on Georgia including the transformation of agriculture on Georgia's growth
- Describe the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards
- Information about Richard Russell, Carl Vinson, Franklin Roosevelt at the little White House
- Churchill at Grant Field, Georgia Tech 1932, Savannah, and Brunswick

## **Fourth Pod:** *Art as Diplomacy in the Post-War Era*

- Post-World War II policies; including the formation of the United Nations, the Marshall Plan for Europe
- View film from Churchill's personal life
- Students will learn about multiple academic perspectives and how to use those skills for a broader understanding of history and the arts

## **EDUCATIONAL APPROACH: VISUAL THINKING STRATEGIES**

Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images and documented to have a cascading positive effect on both teachers and students. It is perhaps the simplest way in which teachers and schools can provide students with key behaviors sought by Common Core Standards: thinking skills that become habitual and transfer from lesson to lesson, oral and written language literacy, visual literacy, and collaborative interactions among peers.

**VTS provides a way to jumpstart a process of learning to think deeply applicable in most subjects** from poetry to math, science and social studies. Art is the essential first discussion topic because it enables students to use existing visual and cognitive skills to develop confidence and experience, learning to use what they already know to figure out what they don't; they are then prepared to explore other complex subject matter alone and with peers.

Through VTS' rigorous group 'problem-solving' process, students cultivate a willingness and ability to present their own ideas, while respecting and learning from the perspectives of their peers. Engaged by contributing observations and ideas, the students participate in VTS-based lessons in ways they often don't in others. VTS is a curriculum for schools; as a method of discussion, it is used in many art museums.

—Excerpted from the Visual Thinking Strategies website at <http://www.vtshome.org/what-is-vts>



## ACTIVITIES

### Scavenger Hunt

Scavenger hunts are designed for different grade levels. The students will have a list of clues based on historic facts and they must find the correct painting or artifact.

### Lectures

The museum stresses the connection between each painting or artifact to its connection to Churchill and significance in historical context. The group will have the unique opportunity to understand a subject as seen at the intersection of art, history, and international affairs.

### Art Activity

Using the provided materials, make a drawing or collage of the Millennium Gate Museum or surrounding lake. Interpret the scenery as if you were one of three historical figures (e.g. Winston Churchill, President Roosevelt, Amelia Earhart). How would knowing about your chosen historical figure affect how you drew?

### Post-Visit Activities

- Memory Web: What did you see and do at the museum?
- Post-cards: Students imagine they are writing to a friend or family member about the museum trip. They draw and write about their favorite work of art.
- KWL Charts: What I **know** about history, what I **want** to know about history, what I **learned** about history.

# EDUCATORS WORKSHOP

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As a major cultural institution in Atlanta the Museum is **committed to supporting the community** through specially designed programs and events that will extend the exhibition's impact to a vast and diverse audience. The Museum hosts thousands of school groups, families, teachers, and students of all ages each year. Of these students, more than half are from Metro-Atlanta public schools. For educators to best understand how to use the exhibition and Museum as an educational tool, the Museum will host three educators workshops

prior to the opening. The workshop includes a speech by the exhibition's Chief Curator and Duncan Sandys, a direct **descendant of Winston Churchill**. The educators will also receive a tour of the museum from Rodney Cook, the President of the National Monuments Foundation. Each teacher will be provided with an information packet that includes how the exhibition aligns with Georgia's Common Core Standards, **sample curriculum for the day prior and post field trip**, logistics, and activities at the museum.

## DATES

**Wednesday, July 16 – Saturday, July 26 – Saturday, August 2**

## AGENDA

**8:30 - 9:00**

### **Registration**

**9:00 - 9:30**

Welcome and Introductions  
Jeremy Kobus, Director of Development

**9:30 - 10:30**

Winston Churchill & World War II  
Duncan Sandys

**10:30 - 10:45**

### **Break**

**10:45 - 12:00**

*The Art of Diplomacy: Winston Churchill and the Pursuit of Painting*  
English Cook, Chief Curator

**12:00 - 1:15**

### **Lunch**

**1:15 - 2:00**

Tour of the Millennium Gate Museum  
Rodney Cook, President

**2:00 - 2:30**

### **Evaluation & Adjourn**



### **Rodney Cook, President, National Monuments Foundation**

As the founder of the National Monuments Foundation, the organization that choreographed the design and construction of the Millennium Gate Museum, Rodney is an international authority on classical architecture, urban planning, and education. He established the Prince of Wales's Institute of Architecture in the United States, accredited by the University of Virginia, and coordinated the design and construction of the Prince of Wales's World Athletes Monument. He holds a BA in art architecture from Washington and Lee University.



### **Duncan Sandys**

Duncan Sandys has nearly 20 years of concurrent political, corporate and government experience. He served on Westminster City Council in central London from 1998 until 2010 and was the youngest Lord Mayor of Westminster. As an elected representative, he focused on city development and city management, transforming services and making significant decisions at major London landmarks. Following his retirement from the City Council, Mr. Sandys established Boussole Partners, a consultancy firm that advises universities on capital growth strategies. Mr. Sandys has extensive experience as a public speaker and has given lectures and speeches on the life and legacy of his great grandfather, Sir Winston Churchill. During his one year term as Lord Mayor, he promoted the City of Westminster to a range of audiences including royalty, prime ministers and governments, chief executives and corporations, and the armed forces. In his official capacity, Mr. Sandys delivered more than 500 speeches at over 1,000 engagements and raised over \$150,000 for his mayoral charity. Mr. Sandys is married with one son and lives in Atlanta, Georgia.



### **J. English Cook, Chief Curator**

J. English Cook is a curator of twentieth century art with a background in interwar European modernism and nonprofit arts management. Having begun her museum career as Curatorial Assistant to the commissioner of the U.S. Pavilion at the 2010 Venice Architecture Biennale, English now focuses her research on the interdisciplinary study of modern and contemporary fine arts, visual politics, and global technologies. A native of Atlanta, Georgia and a former Berlin transplant, she has edited policy articles for the German Council on Foreign Relations and co-founded a 501(c)3 nonprofit that strengthened primary school education in East Africa. Ms. Cook is currently curating an exhibition of Winston Churchill's paintings for the Millennium Gate Museum and is additionally working as the modern and contemporary curatorial assistant at the High Museum of Art, Atlanta. She graduated with highest honors and a degree in art history from Williams College.



### **Jeremy W. Kobus, Director of Development**

Jeremy W. Kobus began his career conducting geopolitical analysis and forecasting for the Department of Defense. He serves on the board of the Atlanta Council on International Relations. Previously, he was a Research Associate at the Advanced Technology Development Center — one of the country's preeminent business incubators, and the Georgia Tech Research Institute, a highly-regarded applied research and development organization. He received his MBA from the Scheller College of Business at the Georgia Institute of Technology.



# SAMPLE LOGISTICS

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## AGENDA

<b>10:00</b>	<b>School groups arrive</b>
<b>10:05</b>	Introduction to the museum and exhibition
<b>10:15</b>	<b>Break into Pods</b>
<b>10:20</b>	<i>Origins and Political Rebirth</i>
<b>10:35</b>	<i>World War II and a Sunrise in Marrakech</i>
<b>10:50</b>	<i>Churchill and Georgia</i>
<b>11:05</b>	<i>Art as Diplomacy in the Post-War Era</i>
<b>11:20</b>	Closing Remarks
<b>11:30</b>	Activity
<b>12:00</b>	<b>Lunch</b>
<b>1:30</b>	<b>Return to School</b>

# ADDITIONAL VENUES

In addition to spending time at the Millennium Gate Museum, many schools chose to visit another museum or historic venue in Atlanta. Below is a comprehensive list of historic, educational, and civic venues that can be visited.

Alliance Theatre  
APEX Museum  
Atlanta Botanical Garden  
Atlanta Contemporary Art Center  
Atlanta History Center  
Atlantic Station  
Centennial Olympic Park  
Center for Puppetry Arts  
CNN Studio  
Cyclorama  
The Children's Museum of Atlanta  
Fernbank Museum of Natural History  
Federal Reserve Museum  
Ferst Center for the Arts  
The Fox Theatre  
Georgia Aquarium

Georgia Capitol Museum  
High Museum of Art  
Jimmy Carter Presidential Library & Museum  
Margaret Mitchell House & Museum  
Martin Luther King Jr. National Historic Site  
Michael C. Carlos Museum  
Museum of Design  
Piedmont Park  
Rhodes Hall  
Robert C. Williams Paper Museum  
Swan House  
William Breman Jewish Heritage Museum  
World of Coca-Cola  
Zoo Atlanta

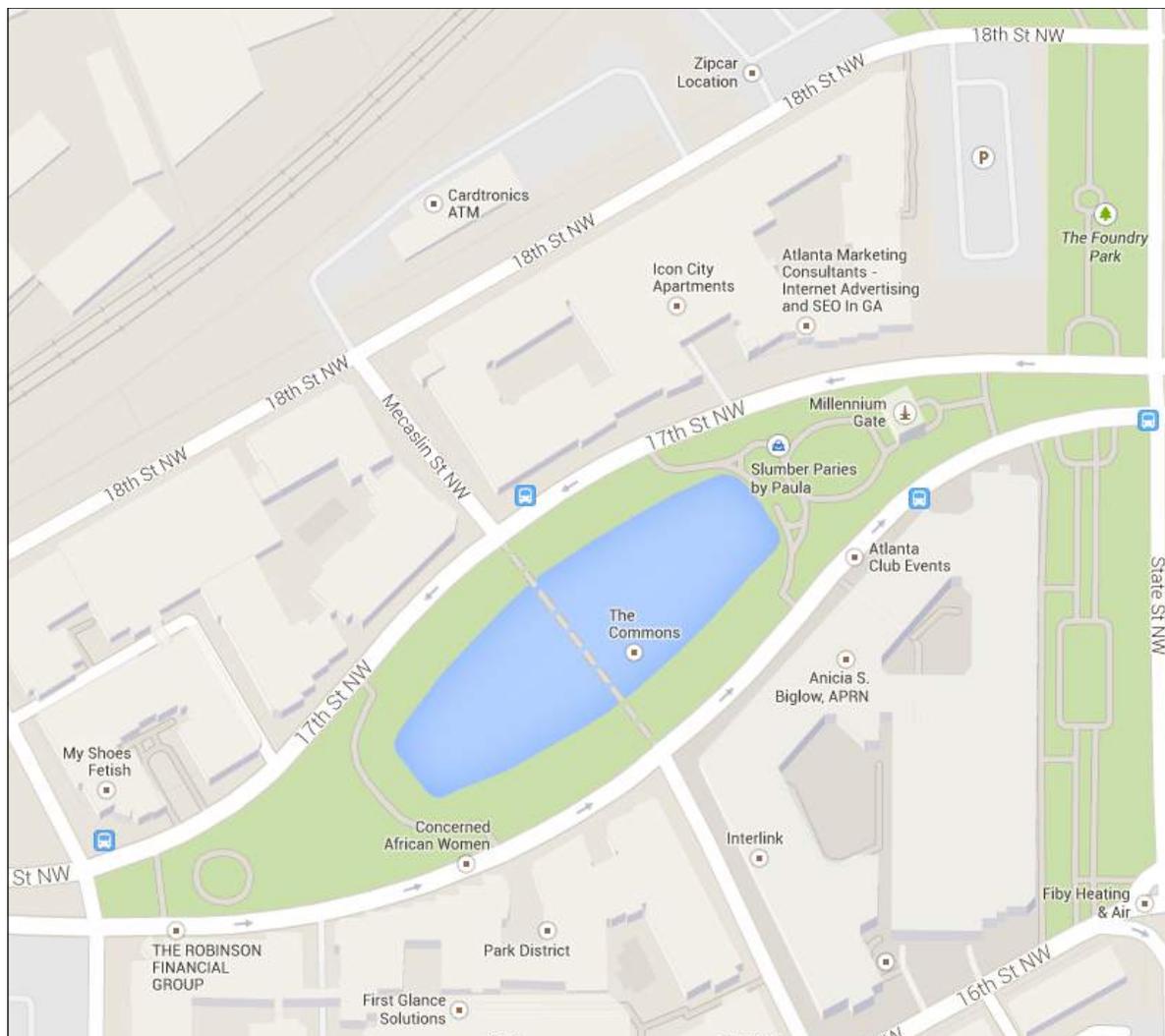




Photo courtesy of the Duncan Sandys collection

# PREPARING YOUR CLASS

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## SCHEDULING YOUR VISIT

The Millennium Gate Museum can accommodate up to 80 students per visit. Student trips may be scheduled Monday through Friday between 8:00am and 4:00pm. Contact the museum at least three weeks prior to your visit.

## MUSEUM RULES AND MANNERS

Out of respect for yourself, other visitors, and the art:

- **Keep your hands to yourself.** Please keep a safe distance from art objects, walls, platforms, and cases. The oils, salts, and acids on our skin can damage works of art.
- **Food, drinks, and chewing gum are not allowed** in the galleries.
- Leave lunches downstairs in the Student Center and backpacks on the bus. The Museum is not responsible for lost items.
- Be respectful of other visitors in the Museum by **using a quiet voice** when walking through the galleries.
- Make sure to only use pencils and folders in the galleries. Pens and clipboards can damage works of art.
- Cell phones must be turned off while in the galleries.
- Exposure to camera flashes damages works of art. Photography is permitted **without flash** in collection galleries; however, photography is **not** permitted in exhibition galleries.

## PRE-VISIT ACTIVITIES FOR YOUR CLASS

- Ask students to write down questions they may have and bring them along so they can ask a museum Educator.
- Explore [TheGateAtlanta.com](http://TheGateAtlanta.com) website to generate excitement about the trip.
- Suggest some books to familiarize students with World War II and art in general.
- Divide the class into small research groups to develop students' roles as "specialists" on a certain topic.

## CONTACT & PRICING INFORMATION

<b>Name:</b>	Jeremy Kobus, Director of Development	<b>Name:</b>	Tan Siu, Tour Supervisor
<b>Office:</b>	(404) 446-4305	<b>Office:</b>	(404) 881-0900
<b>Mobile:</b>	(404) 822-0757	<b>Mobile:</b>	(678) 412-5340
<b>Email:</b>	<a href="mailto:jkobus@thenmf.org">jkobus@thenmf.org</a>	<b>Email:</b>	<a href="mailto:tsiu@thenmf.org">tsiu@thenmf.org</a>
<b>Fax:</b>	(404) 881-0942		
<b>Website:</b>	<a href="http://www.Churchill-Atlanta.com">www.Churchill-Atlanta.com</a>		
<b>Address:</b>	National Monuments Foundation 395 17 <sup>th</sup> Street NW Atlanta, GA 30363		
<b>Parking:</b>	Atlantic Station parking, 18th Street Parking Lot, McCaslin Street Parking		

Quotes used in arrangement with the Estate of Winston S. Churchill, courtesy of Curtis Brown, London

Cover photo courtesy of the UK National Archives No. HU55521



Winston Churchill addressing ROTC cadets and students at Grant Field, Georgia Tech in 1932.



Photo courtesy of the Duncan Sandys collection.



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MILLENNIUM GATE  
MUSEUM



FAITH

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JUSTICE