



Dear

MR. MANDELA

Dear

MRS. PARKS:

CHILDREN'S LETTERS, GLOBAL LESSONS

AN EXHIBITION CURRICULUM RESOURCE

<https://parksmandela.com/about-this-exhibition>



MICHIGAN STATE UNIVERSITY
MUSEUM



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Educational Team and Credits

This educational resource was developed by Cynthia Carter, Olivia Furman, Madaha Kinsey-Lamb, Marsha MacDowell, and Vanessa Mitchell.

Their work was informed and augmented by suggestions from Solomzi Bovana, C. Kurt Dewhurst, H. H. Leonard, Pumeza Mandela, Ms. Anita Peek, Elaine Steele, Neliswe Thwala, Lungisani Tyali, Bonke Tyhulu, and Ulrich Wolff as well as materials generated by Rachel Laws, Marsha MacDowell, Pumeza Mandela, and Janeke Thumbran.

Abie Collins and Alberic Vollmer of Dreamfuel Media designed and produced the curriculum materials and the physical and virtual versions of the exhibition.

Support for the exhibition and these educational resources was provided by the U.S. Embassy in South Africa with supplemental financial support from Mind-Builders Creative Arts Center (Bronx, NY), and an anonymous donor. In-kind support was provided by Getty Images, OryxMedia, Nelson Mandela Museum (Mthatha, South Africa), Mind-Builders Creative Arts Center, O Museum in the Mansion (Washington, D.C.), Michigan State University Museum (East Lansing, Michigan), Robben Island Museum (Cape Town, South Africa), Rosa and Raymond Parks Institute (Detroit, Michigan), and the Stellenbosch University Museum (Stellenbosch, South Africa).

About the Exhibition



Hundreds of children around the world wrote letters to two individuals—Mr. Nelson Mandela of South Africa and Mrs. Rosa Parks of the United States—who were internationally known for their work in human rights. Mr. Nelson Mandela and Mrs. Rosa Parks greatly admired each other. They met in Detroit in 1990 after his release from prison. The letters written by children revealed values and experiences that were shared by both Mr. Mandela and Mrs. Parks. These values and experiences can provide global lessons for both children and adults around the world. These included Courage and Hope, Struggle for Freedom, The Power of Knowledge and Education, Faith and Spirituality, Pathways to and the Price of Freedom, and Action and Reconciliation.

The letters inspired Michigan State University Museum (East Lansing, Michigan) and the Nelson Mandela Museum (Mthatha, South Africa) to co-develop an exhibition as part of the 2008 celebration of Mr. Mandela's 90th birthday. First launched at the Nelson Mandela Museum, the exhibition subsequently toured to three sites in the United States and multiple museum sites around South Africa.

In 2020, the U.S. Embassy in South Africa awarded the Nelson Mandela Museum a grant to work with the Michigan State University Museum and the Rosa and Raymond Parks Institute (Detroit, Michigan) to update and expand the exhibition. They were joined in this endeavor by Mind-Builders Creative Arts Center (Bronx, NY), Stellenbosch University Museum (Stellenbosch, South Africa), Robben Island Museum (Cape Town, South Africa), O Museum in the Mansion (Washington, D.C.) and Dream Fuel, the original designers and fabricators of the exhibition. The new version of the exhibition opened at the Nelson Mandela Museum in October 2021.

The virtual version of the 2021 exhibition and these curriculum resources can be found at <https://parksmandela.com/about-this-exhibition>

Curriculum Purpose

This curriculum resource is designed to work as a companion to the exhibition Dear Mr. Mandela, Dear Mrs. Parks: Children's Letters, Global Lessons to help students/learners, parents, teachers, and community leaders to extend learning opportunities associated with both the physical and virtual versions of the exhibit.

The hope is that the exhibition and this curriculum resource will:

- Create awareness about Mr. Nelson Mandela and Mrs. Rosa Parks and the challenges they faced in addressing human rights.
- Foster reflections and conversations pertaining to historical and contemporary, civil society and human rights issues and challenges.
- Increase appreciation of one's own cultures and traditions.
- Understand and appreciate or be accepting of differences, diverse cultures and traditions.
- Create an awareness of the ongoing struggle for human rights around the world.
- Find ways to honor individuals in their own families and communities who have contributed, in large and small ways, to making a better world.
- Stimulate individuals to deepen their learning and express their ideas and feelings about these issues to realize the ability to change their world, their community, and their lives.
- Motivate individuals to take positive actions to address issues in their own lives, their communities, and around the world.

To Educators, Parents, and Community Leaders

The sections of this curriculum resource align with the exhibition panels of text and images as well as additional media which can be accessed online at <https://parksmandela.com/about-this-exhibition>.

Each section includes at least one lesson plan consisting of the exhibition panel text ((including often questions for youth), vocabulary words, activities and/or challenges for youth, suggested resources specific to the lesson, and suggested teaching/learning subject areas. Links to the educational standards used in South Africa and in the United States (specifically New York, Michigan, and Washington, D.C.) as well as additional materials and lessons are provided in the appendices.

All lessons were written for 4th grade level students/learners. However, educators are encouraged to modify the lessons for the grade level they teach, whether in school, in a community environment, or at home. Educators should feel free to use as many of the activities or just one activity. Even just doing one activity will help learners to get more out of the exhibition.

NOTE: The text used in the exhibition followed the South Africa/British English style for spelling and listing of dates. Educators can point out the differences from American English style when it occurs.

Who is Mr. Mandela?



Link to exhibition panel:

<https://parksmandela.com/who-is-mr-mandela/>

Nelson Rolihlahla Mandela also affectionately called by his clan name, Madiba, (July 18, 1918 - December 5, 2013) is known around the world for his fight for freedom and democracy in South Africa. He spent 67 years as an activist, including 27 years in prison, 18 years on Robben Island, 4 years in Pollsmoor prison, and 2 years in the Victor Verster Prison (Groot Drakenstein Prison). In 1985 he was offered a conditional release from prison by the minority white South African government, but he refused to accept the conditions required for his freedom because of his solidarity with thousands of others who would still have to continue to fight South Africa's racist apartheid system. Nelson Mandela was released on 11 February 1990 and became the first president in a democratic election where all South Africans finally voted as equals, just as he and so many others had demanded for decades, ultimately having achieved worldwide support. After he retired in 2004 he continued to fight for children's rights and education. Mr. Mandela received more than 100 awards for his courage and commitment to freedom, including the Nobel Peace Prize in 1993 with FW De Klerk, former president of South Africa. On his birthday each year, people often celebrate his legacy by participating in 67 minutes of service to others.

QUESTIONS FOR YOUTH:

- Why was Nelson Mandela put in prison?
- Have you experienced, witnessed, or heard of someone or a group of people who were being treated unfairly?
- Following the spirit of Mandela, what steps could you take to have a positive impact in this area?
- What could you do for 67 minutes of service to make a positive impact in your local and/or global community?

Subject Areas: Social Studies, Geography

Vocabulary Words: freedom, democracy, Robben Island, Pollsmoor prison, Victor Verster Prison (Groot Drakenstein Prison), conditional release, apartheid, retired, Nobel Peace Prize, clan name, FW De Klerk, 67 minutes of service, solidarity, courage, commitment, equality, (equal) opportunities, children's rights.

Suggested Additional Resources

Nelson Mandela Museum
<https://www.nelsonmandelamuseum.org.za/>

Mandela Day: 67 Minutes of Service
<https://www.mandeladay.com/pages/what-can-i-do>

Evan Thompson, "Cheat Sheet: 10 Common Forms of Government", The Best Schools, 2021.
<https://thebestschools.org/magazine/common-forms-of-government-study-starters/>

Nelson Mandela Foundation
<https://www.nelsonmandela.org/>

Wilson, Francis. Dinosaurs, Diamonds and Democracy: A short, short history of South Africa.
Penguin Random House South Africa, 2017.

Maxim, Lionel J. Madiba, The Rainbow Man.
Asjen, 2002.

Lessons/Activities:

Instructors may choose to complete one or both of the activities during, or after, their visit to the exhibition. Instructors may choose to break the lessons into smaller sections which can be completed over a series of days following or leading up to their visit to the exhibition.

1. Vocabulary Cards

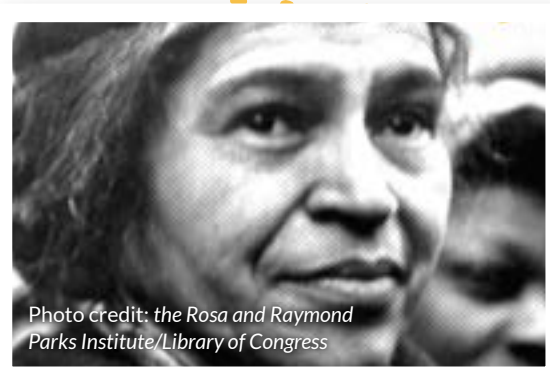
- Ask learners to choose one word from the above vocabulary word list to study for this activity. Next, ask learners to look up the definition of the word they selected and take notes on the definitions they find.
- Next, invite learners to brainstorm and draw a visual that embodies the meaning and/or definition of their word.
 - For this step, the instructor may choose to demonstrate strong examples and weaker ones to support learning in this area.
- Last, ask students to create vocabulary cards using the definitions they gathered as well as the visuals they brainstormed.
 - On each vocabulary card, include: The word and definition (at the top), a visual that embodies the meaning and/or definition of the word (in the middle of the page), and an example of the word in a sentence (at the bottom).

2. 67 Minutes of Service

NOTE: It is suggested that this activity would be moderated by an educator or professional trained in leading critical discussions about race, equity, and human rights.

- Collectively discuss apartheid with the class using the exhibition materials, supplemental lessons, and other historical resources engaging the topic.
- Identify the specific injustices faced by individuals as well as the actions individuals and communities utilized to resist and/or respond to them.
 - Use examples from the life of Mr. Mandela and other activists to engage how different groups took action to create change in their communities.
- Ask students to brainstorm/discuss similar experiences of discrimination & oppression that individuals and groups face today. Students may be invited to take notes individually or create a collective list to enhance learning in this area.
- Next, identify 3-5 causes that the students in the class feel strongly about.
- Break into groups, review the Mandela Day: 67 Minutes of Service
 - <https://www.mandeladay.com/pages/what-can-i-do>, then have students brainstorm things they could do (in 67 minutes) to make a positive difference.
 - Report out ideas and receive feedback from the other groups.
 - Consider choosing 1 or more to complete as a class in the near future (after visiting the exhibition) to push forward learning after the visit to the museum.

Who is Mrs. Rosa Parks?



Link to exhibition panel:

<https://parksmandela.com/who-is-mrs-parks/>

Rosa Louise Parks (4 February 1913 - 24 October 2005) is internationally recognized as the “mother of the modern civil rights movement”. Her refusal to surrender her seat (in the “Colored Section”) to a white male passenger on a bus in Montgomery, Alabama, on 1 December 1955, triggered the Montgomery bus boycott four days later on 5 December. Four people of Color were asked to get up. At first no one moved. The threat of jail made the others stand up. There were no other seats available. Rosa Parks’ determination not to continue to be mistreated allowed her to be arrested. Her activism with others led to the 381 day Bus Boycott to abolish “Jim Crow” laws. Mrs. Parks and her husband Raymond had threats against their lives and could not find work. They moved to Detroit, Michigan in 1957 where she continued her activism by working with the U.S. Congressman John Conyers, beginning in 1964. In 1987 she co-founded the Rosa and Raymond Parks Institute for Self Development with longtime friend Ms. Elaine Eason Steele. Mrs. Parks received the Presidential Medal of Freedom from President Clinton. She also received the Congressional Gold Medal in 1999. At her death, her body was laid in honor in the Rotunda in the U.S. Capitol; she was the first woman and the second African-American civilian to be so honored.

QUESTIONS FOR YOUTH:

- What was the simple action that Rosa Parks took and why was it important?
- What do you think needs to change in your family or your community to make life better?
- What small action can you do to help make that change?
- Subject Area: Social Studies, Geography

Vocabulary Words:

civil rights, Montgomery (Alabama), civilian, freedom, Presidential Medal of Freedom, Congressman, Montgomery Bus Boycott, Jim Crow laws, activism, international, activist, surrender, rotunda, democracy, colored section.

Suggested Additional Materials:

The Rosa Parks Story, Film (available on DVD), 2003.

Parks, Rosa with Jim Haskins, *Rosa Parks: My Story*. Puffin Books, 1999.

10 Common Types of Government & Real-World Examples

<https://thebestschools.org/magazine/common-forms-of-government-study-starters/>

Rosa and Raymond Parks Institute

<https://www.rosaparks.org/>

Lessons/Activities:

Instructors may choose to complete one or more of the activities during, and/or after, their visit to the exhibition. Instructors may choose to break the lessons into smaller sections which can be completed over a series of days following or leading up to their visit to the exhibition.

1. Vocabulary Cards

- Ask learners to choose one word from the above vocabulary word list to study for this activity. The words on our vocabulary list are also highlighted in the exhibition text above.
- Next, ask learners to look up the definition of the word they selected and take notes on the definitions they find.
- Next, invite learners to brainstorm and draw a visual that embodies the meaning and/or definition of their word.
 - For this step, the instructor may choose to demonstrate strong examples and weaker ones to support learning in this area.
- Last, ask students to create vocabulary cards using the definitions they gathered as well as the visuals they brainstormed.
 - On each vocabulary card, include: The word and definition (at the top), a visual that embodies the meaning and/or definition of the word (in the middle of the page), and an example of the word in a sentence (at the bottom).

2. What does courage, freedom, and/or democracy look like to you?

- Discuss the following questions as a class:
 - What is courage? What does it look like to you?
 - What is freedom? What does it look like to you?
 - What is democracy? What does it look like to you?
- Discuss the life and legacy of Mrs. Rosa Parks using text and images from the exhibition, as well as supplemental materials, to provide insight into Mrs. Parks' life and lasting legacy. Be sure to discuss and define: Jim Crow
 - Have students use the sentence stem using examples from your discussion - "Mrs. Rosa Parks showed her courage by ____."
- Storytelling Journaling prompt:
 - Invite learners to document a moment when they felt free, courageous, or democratic. Ask them to write at least 4-5 sentences describing this experience.
- Next, ask learners to document a few colors and sketch a visual image that embodies their experience in the space below their writing.
- Last, invite learners to utilize their work to create a piece of art (using the art method of choice: drawing, sketching, painting, collage, etc.) to embody the ideas expressed in their writing.
- If appropriate, consider adding the following sentence stem to their artwork:
 - "Mrs. Rosa Parks showed her courage by _____. I show (courage, freedom, or democracy) by _____."



Challenge:

Students can choose one of the activities that a "Pathways To Freedom" student would participate in doing when in a program.

- Students will be able to use a map of their local community or state to trace a route on the underground railroad?
- Students will use a map to help calculate distance walked, by enslaved people
- Calculate about how much time it would take them to arrive at their destination?
- What would it cost you to take a route from the underground railroad today?
- Have students write about how they think their experience would be in today's time? What things would they encounter or must deal with in modern times?



Struggle for Freedom/Pathways to and the Price of Freedom

Link to exhibition panel:

<https://parksmandela.com/shared-values-and-goals/>

Though it takes us years, we are prepared to continue... until the six unjust laws we have chosen for the present phase are done away with. Even then we shall not stop. The struggle for the freedom and national independence of the non-European peoples shall continue. — Mr. Nelson Mandela, Drum Magazine, 1952

The way we live now will affect the state of the world in the future... It is a world where every person has the opportunity to receive an education. The world I envision is one that will not judge people by the color of their skin. Our character and accomplishments should be the key to our success. Justice and truth do not see color. All people want a fair chance to use the talents that God has given them. — Mrs. Rosa Parks, Dear Mrs. Parks: A Dialogue with Today's Youth, 1996

I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die. — Mr. Nelson Mandela, court statement during the Rivonia Trial, June 1964.

In order to bring about change, one must not be afraid to take the first step, or else it will not be done. The only failure is failing to try. We will fail when we fail to try. Each and every one of us can make a difference. — Mrs. Rosa Parks, Dear Mrs. Parks: A Dialogue with Today's Youth, 1996.

QUESTIONS FOR YOUTH (Struggle for Freedom):

- Tell a story about a time when you faced an obstacle while trying to reach a goal.
- What steps did you take to overcome the challenges you faced?
- What words of wisdom would you give someone else who is facing a challenge?

QUESTIONS FOR YOUTH (Pathways to and the Price of Freedom):

- What struggles have you had in trying to meet your goals?
- Have you seen others struggling to make the world a better place? How can you help them?
- Mrs. Parks states, The way we live now will affect the state of the world in the future. What do you envision a just future to be like? What are you doing now to create the change you want to see?

Subject Areas:

Social Studies, Geography, Life Skills

Vocabulary words:

Freedom, free society, independence, white domination, black domination, envision, justice, democratic, censorship

Materials:

Download censored letters [PROVIDE URLS HERE]

Web Resources

United States Bill of Rights

<https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say>

South Africa Bill of Rights

<https://www.gov.za/documents/constitution/chapter-2-bill-rights>

Constitution of the United States

<https://www.archives.gov/founding-docs/constitution-transcript>

Constitution of South Africa

<https://www.gov.za/documents/constitution/constitution-republic-south-africa-1996-1>

Before the lesson/Background information:

Practice interviewing skills

Overall Objective: Learners will use the quotes found in the panel text to complete activity; go to <https://parksmandela.com/shared-values-and-goals/>.



Photo credit: the Getty



Photo credit: the Getty



Discussion Questions

1. Review the photographs on this exhibition panel (<https://parksmandela.com/shared-values-and-goals/>). Who do you think the person is/people are in the picture/photograph?
2. Are there things in this picture you do not understand? Do you know what is happening in this picture? Describe the picture and discuss the positions people are sitting in. Why do you think they are in these positions?
3. Discuss a situation when your freedom was taken from you. How did you feel? What steps did you take to remedy your situation?

Identify 3-5 details that you learned from the exhibition about life during the time/era of the enforcement of discriminatory Jim Crow laws and Apartheid. Use these details to draw a picture embodying these ideas.



Lessons/Activities:



- Find the definitions for the vocabulary words highlighted in the exhibition text above or online.
- In groups study the photographs/pictures in the exhibition and answer the questions.
- Write a story about the photograph/s/picture/s.
- Interview family members/neighbours/community and write a story of their memories of prejudice, discrimination or Apartheid when their freedom /rights was taken from them.
- Study the censored letter and try to fill in the blank spaces
- Identify 3-5 details that you learned from the exhibition about life during the time/era of the enforcement of discriminatory Jim Crow laws and Apartheid. Use these details to draw a picture embodying these ideas.

Challenge:

Start a memory box of items (objects, photographs, writing, etc.) related to your experience with prejudice or discrimination

Action & Reconciliation

Link to exhibition panel:

<https://parksmandela.com/shared-values-and-goals/>

If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner. — Mr. Nelson Mandela, Long Walk to Freedom, 1995.

My message to the world is that we must come together and live as one. There is only one world, and yet, we, as a people, have treated the world as if it were divided. We cannot allow the gains we have made to erode. — Mrs. Rosa Parks, Dear Mrs. Parks: A Dialogue With Today's Youth, 1996.



Photo credit: the Rosa and Raymond Parks Institute/Library of Congress

QUESTIONS FOR YOUTH:

- How would you make friends with someone who you thought you did not like, or someone who did not like you?
- How do you solve conflict when you disagree with others?
- What do you gain or learn when you reconcile with others?

Link to exhibition panel:

<https://parksmandela.com/write-a-letter//>

Because this exhibition was inspired by letters written by youth to Mrs. Parks and Mr. Mandela, the following lessons all involve writing letters.

Subject Area: Writing

Vocabulary: Reconciliation, peace, conflict, informal letter, formal letter, date, address, greeting, signature, closing, body

Lessons/Activities:

A: The Basics of Letter Writing

Review the parts of a letter (date, address, greeting, body, closure, signature) and addressing an envelope (including return address).

B: Write a letter to someone you want to Honour and Thank!

1. Think of someone who has made a difference in your life, your community, or the world.
2. Write that person a letter. Illustrate the letter if you want.
3. Write your name, age, and address at the bottom of the letter.
4. If you would like your letter to be displayed in the exhibition, drop your letter in the mailbox at the exhibit, or take a picture of your letter and email it to info@nelsonmandelamuseum.org.za



C. Writing a letter as a tool for resolving conflict

Overall Objective: Students/learners will discuss the utilization of letter writing as a tool for resolving conflict with others and bringing about positive resolutions.

In this lesson, students/learners are invited to reflect on a time they experienced a conflict or disagreement with someone important to them. Students/learners will be invited to journal about their experiences, then use their journal reflections to draft a letter of reconciliation to the person they shared this experience with.

This is a three part lesson engaging the ideas listed in the part of the exhibition seen here: <https://parksmandela.com/shared-values-and-goals/>. Instructors may choose to complete one or multiple of the activities before, during, and/or after their visit to the exhibition. Instructors may choose to only complete Part 1 of the lesson, or break the lesson into smaller sections which can be completed over a series of days following or leading up to their class' visit to the exhibition.

Part 1:

Introduction & Reflection: Writing Letters of Reconciliation

- **Discuss Vocabulary:** Instructors may choose to share explicit definitions of each term &/or engage the class in a collective discussion about what these words mean to them.
 - Conflict
 - ◊ What is it?
 - ◊ Share a few examples of conflict
 - Reconciliation
 - ◊ What is it?
 - ◊ Share a few examples of reconciliation
- Invite learners to journal for 10-15 minutes about a time they had a conflict or disagreement with someone else. Ask them to include the following:
 - 2-3 sentences describing the background of the conflict. What happened before? What is their relationship with the person they had a conflict with?
 - 2-3 sentences describing how the conflict made them feel. How did they react? What emotions or feelings did they experience?
 - 2-3 sentences describing the impact of this conflict. What happened after the conflict or disagreement? Did the relationship change? Did they feel closure after the conflict or disagreement?
 - 2-3 sentences describing what reconciliation looks like for them regarding this argument/conflict.



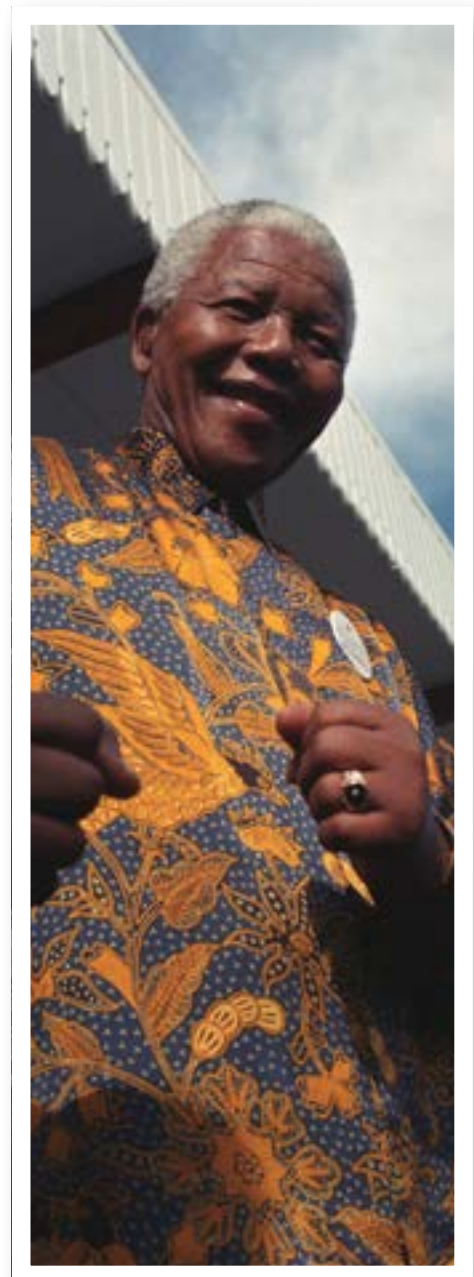
Part 2: (Optional)

Review & Engage: Writing Letters

- **Introduce the Prompt:** Learners will write letters of reflection &/or apology to a community member, school leader, friend, or family member.
 - **The Prompt:** Think of a time when you had an argument or disagreement with someone important to you. If you could write a letter to them, to apologize or to process/reflect-on the situation, what would you say? What reconciliation are you hoping for in the situation?
- **Review parts of a letter:**

As a class, review the parts of a letter, including the date, address, greeting, body, closing, & signature.

 - Instructors may choose to enhance learning on this topic by displaying or providing hard copies of a letter template/diagram throughout the duration of this portion of the activity.
- Ask learners to review their journal entries describing their experience
- Ask learners to review their journal reflection and highlight important opinions and details that they would like to include in their letter.
- Ask learners to organize these details into relevant groups of ideas (using a graphic organizer or other tools/tips recommended by the instructor) to be included in the body of the letter.
- Instructors may choose to display a list of relevant linking words and phrases to aid in the writing process.
- Allow time for learners to begin writing the first draft of their letters.
- Ask learners to include the following items in their letter:
 - Introduce the conflict, using relevant background information
 - Describe their reaction to the conflict using details from their journal that note their emotions/feelings, as well as the impact of the argument/disagreement on their relationship with the person
 - What is your desired outcome for this conflict/argument? What would reconciliation look like for you?



Part 3 (Optional):

Review the first drafts of letters written by learners and give/receive feedback:

- After they have completed their letters, engage learners in their class' usual methods of peer review/feedback and revision.
 - Invite learners to keep a copy of their revised letters for their own records.
- Once learners have revised their letters, consider sharing options for learners to mail or hand deliver their messages.
 - Learners may choose to share the letters or not.

Power of Education

Link to exhibition panel:

<https://parksmandela.com/shared-values-and-goals/>

Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another. — Mr. Nelson Mandela, Long Walk to Freedom, 1995.

Work hard, do not be discouraged, and in everything you do, try to do your best... You can never learn very much if you do not ask questions. Many times questions are more important than answers. A person should never be afraid to admit he or she does not know an answer.... Reading opens a new world of possibilities to better us all as a human race... Keep an open mind. — Mrs. Rosa Parks, Dear Mrs. Parks: A Dialogue with Today's Youth, 1996

QUESTIONS FOR YOUTH:

- What do you enjoy learning about?
- What have you read that has inspired you?
- Has something you learned changed your view of yourself &/or the world around you? If so, what did you learn, and how has it changed the way you live?

Subject Areas:

Writing, Career

Suggested Web Resources

Deborah Roberts artist exhibition

<https://www.stephenfriedman.com/artists/51-deborah-roberts/>

Overall Objective:

Learners will be able to use the two quotes to express how they can take what they are good at and turn it into something extraordinary

Vocabulary: collage, personal development, perseverance

Discussion Questions:

What do you enjoy learning about?

What have you read that has inspired you?

Has something you learned changed your view of yourself &/or the world around you? If so, what did you learn, and how has it changed the way you live?



Lessons/Activities:

This is a three-part, arts-integrated lesson engaging the ideas listed on an exhibition panel of your choice; go to <https://parksmandela.com/about-this-exhibition>.

Instructors may choose to complete one or multiple of the activities before, during, and/or after their visit to the exhibition. Instructors may choose to only complete Part 1 of the lesson, or break the lesson into smaller sections which can be completed over a series of days following or leading up to their class' visit to the exhibition.

Lesson Description:

In this arts-integrated lesson, learners are invited to research a potential career and/or occupational goal. Learners will identify one job position in their field of choice that engages their skills, gifts, and interests. Learners will utilize the visuals and information they gather in their research to create an informational collage.

Part A:

Opening//Intro:

Read aloud the Nelson Mandela quote listed above.

- Discuss the following questions as a class:
 - What does this quote mean to you?
 - What is your definition of education?
 - What is your definition of learning? Where can learning take place?
 - Has education helped you develop personally? If so, how? If not, why?

Journal Reflection: Ask students to write independently for 10-25 minutes on the following questions.

Personal Inventory:

- What skills do you have? What do you know how to do well?
- What do you want to accomplish and/or achieve in your lifetime?

Envisioning Your Future:

- How can you put my gifts/skills to use to accomplish these goals?
- In what areas would you like to grow?

Following independent writing time, make space for students to share ideas from their writing with the class.



Part B (Optional):

Discuss as a Class: Now that we have our skills, gifts, and interests in mind, what careers or occupations would you like to pursue?

- To enhance learning in this area, instructors may choose to display/discuss a variety of career and occupational options, being sure to cover a range of positions with varying levels of training/schooling. Be sure to note that there are other career/occupation options available, and that some future positions have not been created yet

Digging Deeper: Researching Career and Occupational Possibilities [This step can be engaged in-class or as a homework assignment]

- Building from the previous discussion, invite learners to research a field of choice that caught their attention as well as the skills that you would need for that field. In this search, invite learners to identify a specific position that they may be interested in pursuing. Also invite learners to explore if/how they can apply each subject area taught in school to the position they identify.
- Ask students to take notes about their findings, as well as gather relevant images that embody their findings.
- Ask each learner to research the position and document notes of the following topics:
 1. Job/position description (a few sentences about what activities they would perform in this role)
 2. Skills that you would need for the job/position
 3. Academic requirements (What school subjects and/or training are essential for preparing for this position?)
 4. Pay rate (hourly v. salaried v. commission)
 5. How to apply for this job/position

Part C (Optional):

Introduce the Topic: Collage

First, introduce the vocabulary term, collage.

- Collage: a combination or collection of various things; a piece of art made by sticking various materials on to a backing

Show a few examples of collages that utilize images, textiles, and words.

- Examples:
- Dear Mrs Parks, Dear Mr Mandela exhibition panels
- Safara Wanjagi, You are What the World Needs <https://www.instagram.com/p/CPAqAm6rHIE/>
- Alexis Pauline Gumbs, various collages <https://www.alexispauline.com/buy-collages/black-feminist-breathing-collage-11x17-kz5by>

Lead learners in a close reading of each image using the following close reading questions

- What do you see?
- What does it make you think, feel, or wonder?
- Why do you think the artist included this detail?

Introduce the Prompt:

Career/Occupational Collages

Prompt: You are a graphic designer creating a full page spread for a publication titled, Envisioning Your Future: Careers and Occupations for a Successful Tomorrow. You are responsible for creating a collage that shows the viewer important details about the career or occupation that you researched. The collage should grab the viewer's attention using visuals, words, and symbols relevant to the career or occupation that you've researched. Be sure to include at least 3 or more facts about the career or occupation in your collage.

- Invite learners to use their notes and the visuals/images they collected during their independent research to create their collage. The collage can be a digital collage or a physical collage (using printed &/or recycled materials)

Tips for guiding learners in the construction of their collage:

- Do not glue down your collage materials until you have determined the overall layout of your collage.
- When gluing your images/visuals/text, begin with the pieces in the background (the lowest layer of your collage) first. Then work your way forward to the materials in the foreground (the top layer of your collage).
- If you are creating a physical collage (rather than a digital collage), choose a backing that is durable (cardstock, cardboard, picture frame, etc.). You may need to use different adhesives depending on your backing and the materials you include in your collage.
- Choose a background that is visually interesting, without distracting from your main visuals and descriptions. Your main visuals and text in the foreground should be easy to see/identify.
- Identify one image &/or title as the focus point of your collage.

What is Apartheid?

Link to exhibition panel:

<https://parksmandela.com/what-is-apartheid-what-is-jim-crow/>

What is Apartheid?

In 1948 the minority white National party in South Africa introduced the system of apartheid by passing laws that controlled where the non-white majority population could live, work, trade, go to school, and even whom they could marry. This cruel, oppressive and unfair system was based on two false beliefs: people of different colour classification could not live together and white people are superior to non-white people. People classified as black, coloured and Indian were removed from the cities and placed in townships and rural areas with limited access to jobs and proper schools.

Subject Area: History

Vocabulary: apartheid, beliefs, classification, superior

Additional Resources

Apartheid Museum (includes educational materials for grades 6, 7, 8, and 9 as well as comic e-books)

<https://www.apartheidmuseum.org/resources>

Youth Activism Program <https://www.kathradafoundation.org/youth-home/> of the Ahmed Kathrada Foundation (<https://www.kathradafoundation.org/>) dedicated to deepening non-racialism in post-apartheid South Africa.

Lessons/Activities:

- Learners find the definitions for the vocabulary words. Discuss in groups and write sentences with the words.
- Learners find a variety of information in various sources related to apartheid. (Park bench)
- In groups discuss what they have found and link it to an apartheid law/s. Introduce the Bill of Rights and compare it to some of the apartheid laws.
- Interview a family member/neighbour/community member about their experiences during apartheid.
- Write a story of their memories of Apartheid when their freedom /rights was taken from them.
- From the information gathered about apartheid (text, photographs, interview/s, small objects) learners make a museum display for the classroom/school.



What is Jim Crow?

Link to exhibition panel:

<https://parksmandela.com/what-is-apartheid-what-is-jim-crow/>

Jim Crow was a set of laws, rules, and social practices established after Reconstruction (end of the Civil War and the legal end of slavery), beginning in the 1870s and enforced continued unfair racial discrimination into the mid-1960s and beyond. Jim Crow was rooted in anti-Black racism and the ideology of white supremacy, which violently reinforced the belief that whites were superior to blacks. Jim Crow laws, also known as “black codes,” differed from state to state, and included the legal segregation of Blacks from whites in restaurants, transportation, cemeteries and other social gathering places, etc. and sometimes included fatal punishments by lynching, especially for Black men when their actions seemed to demonstrate a shared sense of equality with other human beings, or a sense of self-respect or confidence. Jim Crow became more prevalent with the occurrence of legal cases. The Supreme Court case “Plessy vs. Ferguson” formally established a legal argument for “separate but equal.” Brown v. Board of Education, put in motion the formal dismantling of Jim Crow laws. However, people in the U.S. still experience the impact and legacy of Jim Crow laws.

Subject Areas: Social Studies, Writing, Public Speaking

Vocabulary Words: Jim Crow, white supremacy, KKK, black codes, Reconstruction, Supreme Court, Plessy vs Ferguson, lynching, separate but equal

Additional Resources:

<https://www.archives.gov/founding-docs/declaration>

<https://www.archives.gov/founding-docs/constitution>

<https://www.archives.gov/founding-docs/bill-of-rights>

<https://www.usa.gov/branches-of-government>

<https://www.supremecourt.gov/>

https://www.learningtogive.org/sites/default/files/handouts/Core_Democratic_Defined.pdf

<https://www.ferris.edu/jimcrow/what.htm>

<https://youtu.be/Ldd0PLPG3EQ>

https://youtu.be/aX9Dmo24_cc

<https://www.ferris.edu/htmls/news/jimcrow/who/index.htm>

Before the lesson/Background information:



Photo credit: the Rosa and Raymond Parks Institute/Library of Congress



- Review and discuss intimidation tactics.
- Discuss how to resolve conflicts.
- Review Government structures.

Review the Constitutions and Bill of Rights for South Africa and for the United States

- United States Bill of Rights
<https://www.archives.gov/founding-docs/bill-of-rights/what-does-it-say>
- South Africa Bill of Rights
<https://www.gov.za/documents/constitution/chapter-2-bill-rights>
- Constitution of the United States
<https://www.archives.gov/founding-docs/constitution-transcript>
- Constitution of South Africa
<https://www.gov.za/documents/constitution/constitution-republic-south-africa-1996-1>

Review Judicial Branches

- Federal (Supreme Court)
<https://www.supremecourt.gov/>
- State (State Courts)
- Local (District and Circuit Courts)

Review Core Democratic Values

- https://www.learningtogive.org/sites/default/files/handouts/Core_Democratic_Defined.pdf

Review Civil War and Post Reconstruction era and politics that impacted and lead to “Jim Crow” laws.

Lessons/Activities:

- Students will be able to compare “Jim Crow Laws” to the US Constitution and Preamble so that they can have panel discussion or create a Public Service Announcement (PSA) on how the conflict in the law cause conflicts between people
- Students can come up with ideas to help build cultural competence and awareness & knowledge of diverse people and their communities and close gaps of conflicts by creating a space for understanding
- Students can learn how a bill becomes a law so that they can create laws that support the constitution that does not cause separation between the citizens.
- Students will learn how to resolve conflict in a nonviolent way. Students can conduct research about nonviolent ways to obtain social change
- Students can take a scan of their local environment, what things make you feel included or excluded and develop a plan that could be more inclusive. (side note financial)



Letter Writing

Exhibition text panel:

<https://parksmandela.com/write-a-letter//>

Subject Area: Social Studies, Government, Writing, Reading Expository Text

Overall Objective:

Lessons in this section were designed and based on the theme of the exhibit. Children wrote letters to Mr. Mandela and Mrs. Parks about issues and concerns they had. Learners will use exhibition panel text to engage in letter writing activities to someone in their community about a community issue.

Students will be able to use writing skills to communicate facts about issues in their communities, specifically about their experience living through a major historical event. Their letters may be sent to local officials, community members, and loved ones.

Discussion Question:

Why do people write letters?

What is important to include in a letter, and why?

What are pros and cons of letter writing versus other forms of communication?

Materials:

- Writing utensils (pen, pencil, etc.)
- Paper
- Envelopes
- Addresses for letter recipients (recipients should be identified by instructor: community member, school leaders, family members, etc.)
- Stamps to mail the letters (optional)
- Art supplies (what art supplies will they need)

Technology Materials:

- Digital copy of Panels
 - Review exhibition panel “Shared values and goals”
<https://parksmandela.com/shared-values-and-goals/>
 - Write a letter
- Access to print or digital copies of local newspapers
- Access to a computer with internet to look up additional primary and secondary resources

Multimedia Materials:

- A folder or notebook to collect copies of their primary and secondary resources. If students collect these documents digitally, invite them to create a designated folder to collect these documents.

Web Resources

KQED Public Media for educators (<https://www.kqed.org/education>)

Before the lesson/Background information:

Choose one or more depending on your time.

Writing

- How to write a letter (parts of a letter), including:
 - Date, Address, Greeting, Body, Closing, Signature
 - Formal letter
 - Friendly letter
- How to address an envelope
 - Address
 - Return Address
 - Stamp
- How to do research on a historical event, including:
 - Building familiarity with print or digital newspapers
 - Building familiarity with researching historical events
 - Building familiarity with identifying credible print and digital resources

Social Studies Lesson:

What are rights (water rights, Voting Rights)

What are Social Movements

Government Lesson:

(Please review lessons on Government if writing letters to government officials)

Levels of Government

Branches of Government

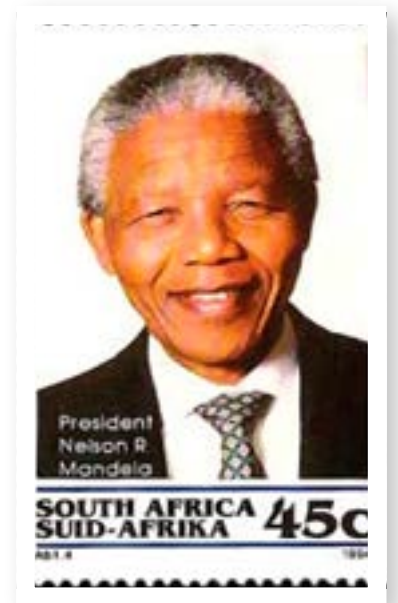
Personal Lesson:

Writing letters to different types of people, Language used when talking to different people in different position within and out of your family and social circles.

Challenge:

WORDS OF ENCOURAGEMENT: Letter writing is personal and intimate. It can be a powerful tool and have an effect on whoever you write to.

- **Writing Prompt:** Write a note of love or encouragement to someone you know. In the letter, try to share a story of yourself overcoming something difficult as inspiration, &/or share a quote or affirmation that you’ve used to encourage yourself.



Dear Mr. Mandela, Dear Mrs. Parks: Children's Letters: Global Lessons — A General Introduction

Link to exhibition:

<https://parksmandela.com/about-this-exhibition>

Text from the “About this exhibit” panel:

Hundreds of children around the world wrote letters to two individuals—Mr. Nelson Mandela of South Africa and Mrs. Rosa L. Parks of the United States—who were internationally known for their work in human rights. This exhibition was inspired by those letters and aims to help visitors, young and old, from South Africa, the United States, and around the world to:

- Become more aware of the contributions of these two individuals to human rights
- Become more aware of the values they share
- Increase appreciation of their own cultures and traditions
- Understand and be tolerant of diverse cultures and traditions
- Become aware of the ongoing struggle for human rights around the world
- Find ways to honour individuals in their own families and communities who have contributed, in large and small ways, to making a better world.

Lesson/Activities:

This is a three-part arts-integrated lesson engaging the ideas listed on one of the exhibition panels of your choice. Instructors may choose to complete the full three-part lesson, or choose to utilize selected portions of the lesson that align with their instructional needs and class interests. If desired, instructors may also choose to complete only part 1 of the lesson with their class, and share part 2 and part 3 as extended learning opportunities for interested learners to complete at home. Each part of the lesson can be completed over a series of days before, during, and/or after their class' visit to the exhibition.

Vocabulary: primary resources, secondary resources, artifact, country leader, community issues, global issues, state leaders, friendly letter, formal letter, letter writing (date, address, greeting, body, closing, signature)

Part 1: Living through Major Historical Events

Class Discussion:

- Ask students to collectively make a list of important events (or eras) that have occurred in their lifetime. This includes events occurring in their local, national, and global communities. Examples include: political elections, the Covid-19 pandemic, capital insurrection, extreme weather events, climate crisis, historic court cases, social and civil rights achievements, etc.).
- Next, invite each student to choose a topic, and begin journaling details about their experience. Utilizing drawings and other visuals to provide supporting details is encouraged. Allow at least 20 minutes for writing time.
- Instructors may choose to display a list of relevant information that students may want to document (dates, location, weather/climate, emotions/feelings, etc.).
- The instructor may choose to identify one topic for the class, or allow learners to choose topics for themselves.

Part 2: Identifying Primary & Secondary Resources

[This step can be engaged in-class or as a homework assignment]

- Next, ask learners to research their topic and find at least 3 primary or secondary resources documenting the event they have chosen.
- Ask learners to compile these resources into a notebook or folder, and include a label/description for each.
- To enhance learning in this area, instructors may choose to ask learners to highlight the text or take notes on the specific facts and information provided in each primary or secondary resource. Learners can write these details on the document label or in their journals.
- Be certain to specify the requirements for each label (i.e. title, date, source, etc.) as well as any preferences/recommendations for sources and verifying the credibility of those sources.

Part 3: Letter Writing

Introduce the Prompt:

- Learners will write letters to a community member, school leader, or family members describing their experience living through a major historical event (recipients should be identified by instructor).
- As a class, review the parts of a letter, including the date, address, greeting, body, closing, & signature.
- Instructors may choose to enhance learning on this topic by displaying or providing hard copies of a letter template/diagram throughout the duration of this portion of the activity.
- Ask learners to review their journal entries describing their experience alongside the primary and secondary resources they have collected.
- Ask learners to identify at least 5-10 facts and ideas from their artifacts (their journal and the other primary & secondary resources they collected) to be included in their letter.
- Ask learners to organize these facts into relevant groups of ideas (using a graphic organizer or other tools/tips recommended by the instructor) to be included in the body of the letter.
- Allow time for learners to begin writing the first draft of their letters.
- After they have completed their letters, engage learners in their class' usual methods of peer review/feedback and revision.
- Invite learners to keep a copy of their revised letters for their own records.
- Once learners have revised their letters, consider sharing options for learners to mail or hand deliver their messages.

If desired and pertinent/suitable, instructors may consider inviting learners to utilize different age appropriate apps and social media platforms to share their messages. If so, begin by discussing the varying structures/formats/features of the social media platform as well as tools for engaging healthy practices and social etiquette on the platform. Next, brainstorm the ways in which their messages can effectively engage the content and form of the platform.

Additional complementary resources:

MUSIC: There are many examples of musicians and artists utilizing their art to document historical events, particularly within popular music.

Identify a song that engages living through a major historical event, and unpack the lyrics and visuals (if there is a music video or cover art)

As a class, discuss and document your responses to the following prompts:

- What facts, opinions, or emotions about a historical event are shared in this song?
- What are the potential benefits of utilizing music or other artforms for the purpose or sharing lived experience of historical events?
- What are the potential drawbacks of utilizing music or other artforms for the purpose or sharing lived experience of historical events?
- Assessing Prior Knowledge: Primary & Secondary Resources
- Show students a simple instagram post documenting an event (i.e. Obama getting elected, etc). Close reading: Ask learners, what do you see? Invite them to identify as many details as they can about the image, including the background of the image and the context of the social media post.
- Show students a well known image of a historical event (one from our collection). Close reading: Ask learners, what do you see? Invite them to identify as many details as they can about the image, including the background of the image and the context of the photograph.
- Display both images side by side. Ask learners to identify the similarities and differences between them? Take notes as a class.
- Next, ask students: Which of these artifacts do you think are primary resources and which are secondary resources?

Defining: Primary & Secondary Resources

- What are primary resources?
- Share the primary resource definition (including any supplementary resources collected by the instructor to enhance learning on this topic)
- What are secondary resources?
- Share the secondary resource definition (including any supplementary resources collected by the instructor to enhance learning on this topic)
- Return to the example artifacts and identify the artifacts as primary or secondary and unpack the reasons why.
- Show a few more examples of primary and secondary resources. As you share each example, ask students to identify each artifact as a primary resource or a secondary resource and explain the details that informed their answers.

Class Discussion:

- What primary and secondary artifacts do you have? How do you keep a record of your life and important life experiences?
- Discuss the importance of documenting major events and life experiences.
- Identify a few possibilities of keeping your own record (i.e. journaling, scrapbooking, physical & digital archives).

Appendix A:

U.S. Educational Standards

Common Core State Standards

<http://www.corestandards.org/>

Selected U.S. State Standards

Michigan

https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

New York

Grade-level Standards: <http://www.nysed.gov/common/nysed/files/sslearn.pdf>

Framework for Social Studies: <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

<http://www.nysed.gov/curriculum-instruction/social-studies>

Washington, D.C.

Elementary

<https://dcps.dc.gov/page/elementary-school-academic-standards>

<http://www.corestandards.org/ELA-Literacy/>

Middle

<https://dcps.dc.gov/page/middle-school-academic-standards>

<http://www.corestandards.org/ELA-Literacy/>

High School

<https://dcps.dc.gov/page/high-school-academic-standards>

<http://www.corestandards.org/ELA-Literacy/>

Appendix B:

South Africa Educational Standards

Primary School: Social Sciences

Intermediate phase: grades 4-6

<https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20IP%20%20SOCIAL%20SCIENCES%20%20WEB.pdf?ver=2015-01-27-161443-493>.

Senior phase: Grades 7-9

<https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20SP%20%20SOCIAL%20SCIENCE%20GR%207-9%20%20.pdf?ver=2015-01-27-160206-107>.

High School: History

Further Education and Training Phase: Grades 10-12

https://www.sahistory.org.za/sites/default/files/archive-files/caps_fet_history_gr_10-12_web_1.pdf.

High School: Geography

Further Education and Training Phase: Grades 10-12

https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20FET%20_%20GEOGRAPHY%20_%20GR%2010-12%20_%20WEB_C9A9.pdf?ver=2015-01-27-154144-177.

APPENDIX C:

Resources on Apartheid

Life under Apartheid | Teaching with Primary Sources kit » <https://wkar.pbslearningmedia.org/resource/2e34f9e7-1338-4502-82c3-957d0fa1143b/life-under-apartheid/>

Nelson Mandela & South Africa: Teacher's Guide

<https://edsitement.neh.gov/teachers-guides/nelson-mandela-south-africa>

Possible definition:

- System of institutionalized racism and discrimination on the basis of race, which (re)inforced ideology and practice of whitesupremacy through (implicit & explicit or informal & formal) structures and socialization.
- In 1948 the white National party introduced the system of apartheid by passing laws that controlled where people could live, work, trade, go to school, and even whom they could marry. Blacks were removed from the cities and placed in townships and rural areas where there were no jobs or proper schools. The apartheid system was based on two false beliefs: People of different colour classification could not live together and white people are superior to black people.

https://www.nelsonmandela.org/search#/search?search_terms=67%20minutes%20of%20service%20&search_type=all&result_size=10&search_offset=0

Apartheid Museum (includes educational materials for grades 6, 7, 8, and 9 as well as comic e-books) <https://www.apartheidmuseum.org/resources>

Youth Activism Program <https://www.kathradafoundation.org/youth-home/> of the

Ahmed Kathrada Foundation (<https://www.kathradafoundation.org/>) dedicated to deepening non-racialism in post-apartheid South Africa.

APPENDIX D:

Resources on Jim Crow

Jim Crow Museum of Racism

<https://www.ferris.edu/HTMLS/news/jimcrow/index.htm>

APPENDIX E:

Letter Samples

APPENDIX F:

Multimedia resources provided by the Rosa and Raymond Parks Institute (Detroit, Michigan), Mind-Builders Creative Arts Center (Bronx, NY), Robben Island Museum/Mayibuye Center (Cape Town, South Africa), O Museum at the Mansion on O (Washington, D.C.), the Nelson Mandela Museum (Mthatha, South Africa) and the U.S. Embassy in South Africa.

1. Three videos from the US Embassy – where kids are reading some of the letters
https://drive.google.com/drive/u/1/folders/1F0noU2ptqTh_i9Lq0t-vK20kl3CfqhLQ
2. THE MARIMBA GROUP?
3. THE YOUNG PRAISE POET?
4. THE ENTIRE OPENING?
5. “My memories of working with Mrs. Parks”
Elaine Eason Steele, Co-Founder, Rosa and Raymond Parks Self-Development Institute. Recorded and edited by Cynthia Carter for the opening of the 2022 exhibition Dear Mr Mandela, Dear Mrs Parks: Children’s Letters, Global Lessons.
<https://youtu.be/JsIDdAX0K5k>
6. “Thank You Sister Rosa”.
Featuring Cyril Neville & Mark Bryan.
Courtesy of the Mansion on O and the O Museum, Washington, D.C.
Special thanks to the kids from The Theatre Lab (DC) for lending their voices to the movement.
https://www.youtube.com/watch?v=_2cqFw16Cc4
7. “Enough”
Lyrics by Paul Williams. Music by and performed by Mark Bryan & Ranky Tanky.
Produced by Mark Bryan, Trinity Publishing & More
Courtesy of the Mansion on O and the O Museum, Washington, D.C.
<https://www.youtube.com/watch?v=aAJYly3WrGA>
8. Nelson Mandela, recorded on the occasion of the opening of the original Dear Mr Mandela, Dear Mrs Parks exhibition in 2008.
9. RIM.HAFV.2013-1295-NELSON MANDELA PRESS CONFERE...

I Shall Never Loose Hope: The Mandela Family, A...
Courtesy, Robben Island Museum/Mayibuye Centre
one is 32 minutes long, the second is just over 42 minutes long

10. “Lock Out”
Choreography by Omari Contaste, Performed by Mind-Builders Teen African Dance Group
<https://drive.google.com/drive/u/1/folders/1YdlIleArpS8vNE7YQVIctD3vKdBmrL5Rp>
11. “Black Lives Matter / Say Their Names”
HipHop choreography by Artist/Instructor Jocelyn Gutierrez
Performed by Mind-Builders Pre-Professional Troupe, 4:45 minutes long.
MindBuildersBLMHelluTalkingp(2).mp4
12. “Speak to My Heart”
Performed by Gregory Walker
<https://youtu.be/2W7j7d0CBkY>
13. “The Playground is Empty”, Spoken Word Poem
Performed by Natasha Miller. Courtesy Michigan State University Museum, Lansing, Michigan. Recorded by Antajuan Scott for the opening of the 2022 exhibition Dear Mr Mandela, Dear Mrs Parks: Children’s Letters, Global Lessons.
<https://drive.google.com/drive/u/1/folders/1YdlIleArpS8vNE7YQVIctD3vKdBmrL5Rp>
14. “Speak to My Heart” performed by Gregory Walker, Detroit, Michigan.
<https://drive.google.com/drive/u/1/folders/1YdlIleArpS8vNE7YQVIctD3vKdBmrL5Rp>

APPENDIX G:

Exhibition activity booklet prepared by the Nelson Mandela Museum
<https://drive.google.com/drive/u/1/folders/1RVRXEhuwE124jLCA6-Znu-ij0Ta8o5QS>

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

