This Light of Ours: Supplemental Educator Guide
Special Thanks

The Maltz Museum wishes to gratefully acknowledge the following people for their generous time and advice during the creation of this guide for use by local educators and students.

Gayle Gadison, Social Studies Curriculum Manager for the Cleveland Metropolitan School District for her work as author of this guide.

All of the Maltz Museum Docents for volunteering their time for our guests.
A Note to Educators:

In a perfect world, your students would understand and confidently articulate how having and exercising the right to vote affects their daily lives. They would understand that voters decide who has power to make decisions about what resources are secured and which communities receive them. They would understand the connection between voting, legislation, how justice is dispensed, and how communities are policed. Unfortunately, this is not the case because many Americans do not understand how a representative democracy works. Hence, the belief that “My vote doesn’t count” is held by a sizable part of the American electorate and results in the failure of many Americans to exercise their right to vote.

*This Light of Ours: Activist Photographers of the Civil Rights Movement* tells the story of ordinary Americans who understood the power of the vote. They knew that every vote counts, even in Mississippi and Alabama. They understood the relationship between voting and the allocation of services and resources. They understood how not being able to vote negatively affected the quality of life of black southerners. So, they traveled to the South to help confront and dismantle those forces put into place to prevent black Americans from exercising their fundamental right to vote. This story includes the residents of these communities who dared to believe that their struggle would result in their securing the same freedoms and opportunities that other Americans enjoyed. They did not just sit and wait for someone to do the work for them; they stood up and confronted the forces of their oppression daily.

This guide will supplement the *This Light of Ours* Curriculum Guide. The activities and focused questions that activate prior knowledge and supply background information about Freedom Summer can be used to prepare students for viewing the exhibition. Post-visit activities will encourage students to think about the relevance of the exhibition’s content to their lives and inspire them to work to make sure that the right to vote is protected for all.

Thank you,

Gayle Gadison  
Social Studies Curriculum Manager  
Cleveland Metropolitan School District
Enduring Understanding

1. The right to vote is crucial for the maintenance of America’s democracy.
2. Living conditions of southern African Americans were affected by not being allowed to vote.
3. The white power structure of the South worked to keep African Americans from voting.
4. Ordinary people (southern residents and national activists) worked to dismantle the power structure in the South.
5. Some Americans are working to make it more difficult to vote in the present day.

Guiding Questions

1. Why is the possession and exercise of the right to vote crucial for democracy in America? (How does voting make this democracy work?)
2. Explain how being denied the right to vote affected the living conditions of black Americans in the South.
3. How were black southerners kept from voting?
4. Describe the relationship between African Americans in the South and those who were in power.
5. What were the economic, political, and social consequences of bias and stereotyping for black Mississippians?
6. How did the ordinary Americans featured in this exhibition work to dismantle the power structure in Mississippi?
7. How did the activists working in the Civil Rights Movement use technology to influence public opinion?
8. Why did white southerners work so hard to keep African Americans from voting in Mississippi?
1. During Reconstruction (1865–1877) the 13th, 14th, and 15th Amendments were added to the U.S. Constitution and Congress passed legislation to protect the voting rights of the newly freed African Americans (Enforcement Acts). [The Enforcement Act of 1870 (1870-1871)](https://www.blackpast.org/african-american-history/the-enforcement-act-of-1870-1870-1871/)

2. By 1900 the actions of southern state legislatures, Supreme Court decisions, and the inaction of Congress resulted in the disenfranchisement of most African Americans in the South. [Failure of Reconstruction (video) | Khan Academy](https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/v/failure-of-reconstruction) Plessy v Ferguson, [Plessy v. Ferguson: Separate But Equal Doctrine - HISTORY](https://www.history.com/topics/black-history/plessy-v-ferguson)

3. All eleven states of the former confederacy used poll taxes, literacy tests, violence, and the refusal to count votes to disenfranchise their black voters. [What Were Poll Taxes & Literacy Tests For? The Classroom](https://www.theclassroom.com/what-were-poll-taxes-literacy-tests-for-13658056.html)

4. Most African Americans in the South stopped voting because of the actions of the southern white power structure. [The History of American Anti-Lynching Legislation : We’re History](http://werehistory.org)

5. By the 1890’s there were few black voters in Mississippi. [http://werehistory.org](http://werehistory.org)


7. The Student Non-Violent Coordinating Committee (SNCC), founded in 1960 by Ella Baker, was made up of mostly black college students who used nonviolent direct-action protest to effect change. [Student Nonviolent Coordinating Committee (SNCC) | The Martin Luther King, Jr., Research and Education Institute stanford.edu](https://kinginstitute.stanford.edu/encyclopedia/student-nonviolent-coordinating-committee-sncc)

8. SNCC’s plan was “to get enough people to vote so Blacks might take control of local government and redirect services to black residents; 80 percent lived below the poverty line.” [The SNCC Narrative - SNCC Legacy Project](https://sncclegacyproject.org/the-sncc-narrative/)

10. In the 1960s when the Civil Rights Movement was gaining force in America, several small groups were formed in Cleveland. (Louis H. Masotti) Shoot-Out in Cleveland by Louis A. Masotti and Jerome R. Corsi – Teaching Cleveland Digital (https://teachingcleveland.org/shoot-out-in-cleveland-by-louis-a-masotti-and-jerome-r-corsi/)

11. Members of the Congress of Racial Equality, the NAACP, and other groups formed a coalition, calling itself the United Freedom Movement (UFM). UNITED FREEDOM MOVEMENT (UFM) | Encyclopedia of Cleveland History | Case Western Reserve University (https://case.edu/ech/articles/u/united-freedom-movement-ufm)

12. The membership was integrated and included inner-city ministers, leaders of the Jewish community, and black community members. (Masotti) UNITED FREEDOM MOVEMENT (UFM) | Encyclopedia of Cleveland History | Case Western Reserve University (https://case.edu/ech/articles/u/united-freedom-movement-ufm)

13. On February 3, 1964, Cleveland demonstrators (UFM) staged a sit-in at the Board of Education Building to protest segregation in Cleveland Public Schools. UNITED FREEDOM MOVEMENT (UFM) | Encyclopedia of Cleveland History | Case Western Reserve University (https://case.edu/ech/articles/u/united-freedom-movement-ufm)

14. Police forcibly removed the protesters from the building the next day. UNITED FREEDOM MOVEMENT (UFM) | Encyclopedia of Cleveland History | Case Western Reserve University (https://case.edu/ech/articles/u/united-freedom-movement-ufm)

15. On April 7, 1964, Reverend Bruce Klunder was killed while trying to prevent the construction of new schools that would further segregate black children in Glenville. (https://case.edu/ech/articles/u/united-freedom-movement-ufm)


17. Cleveland began to use busing to integrate its schools in September 1978. The Desegregation of Cleveland Public Schools - A 40-Year Struggle for Public School Equity | Cleveland Historical (https://clevelandhistorical.org/items/show/813)

Exhibition Facts

1. This exhibition explores Freedom Summer through the work of nine photographers who were embedded in the movement.

2. The exhibition is organized around five themes: Black Life; Organizing for Freedom; State and Local Terror; Black Power; the Meredith March Against Fear; and Voter Suppression Today.
Pre-Visitation: How a Representative Democracy Works

It is important for students to understand that in a representative democracy a relatively small group of people are chosen to carry out the day-to-day conduct of the government and exercise the will of the people. These officials are held accountable by the people they represent at elections and take their cue from the voters. So, their actions reflect the will of the citizens who vote for them.

The following scenarios will allow students to apply their understanding of how a representative government works in everyday life. These scenarios, which can be used in grades 6–12, show how government officials respond to the citizens who vote for them.

The Power of the Vote

1. Councilman John French was allocated enough funds by City Council to complete one project in his ward. Note that the funds came from taxes paid by all the residents in the councilman’s ward. Members from different neighborhoods within his ward met and presented ideas for projects that would improve their communities. Crystal Jefferson lives in a neighborhood that is a food desert and wants the funds to be used to build a grocery store. Sally Lewis, another resident and community leader, told the council member that residents of her neighborhood want a fitness center to ensure healthy living. French believes both proposals have merit, but he only has the funds for one of them. Twenty-four per cent of the residents in Crystal Jefferson’s neighborhood are registered to vote. Sixty-eight percent of residents who live in Ms. Lewis’ community voted in the last election.

   a. Which project should be funded? Explain your response.

   b. Which project will probably be funded? Explain your response.

2. The defendant, Dino Colbert, age 23, will stand trial for the assault on the plaintiff, 57-year-old Jonathon Legavio. The plaintiff swore that when he approached Mr. Colbert for his “outrageously loud” music, the defendant slammed him (the plaintiff) into a wall, breaking his nose. Mr. Colbert refuted this accusation. He said, “Yes, my music was loud, and yes, Mr. Legavio demanded that I shut it off. I agreed to lower my music, but that wasn’t good enough.” Mr. Colbert said that Mr. Legavio grabbed a crowbar from his car and tried to smash his windows. The defendant tried to protect his car by pushing Mr. Legavio, who fell against the wall and broke his nose. So, the defendant claimed self-defense.

   However, Mr. Colbert is worried about getting a fair trial because most of the jury members are 50 years old and older. He knows that he is guaranteed a trial by a jury of his peers and shares his concern with his attorney that these jury members are not his peers. He asks his attorney how the lack of younger people on the jury could be legal.

   How might Dino Colbert’s attorney respond to his client’s inquiry? (Hint: Which citizens are called for jury duty?)
3. Councilman Everett Cummings wants to use his allocated funds to repair streets in his ward. However, a block of very vocal residents wants him to use the money to build a skateboard park. These residents vote regularly, and their votes helped him to get elected. How would you use the funds? How might the councilman decide to use his funds? Explain your responses.

4. Which of the following relationships is much like the relationship of citizens and their elected officials in a representative democracy?

   a. teacher and students
   b. employer and employees
   c. parents and children
   d. owner and pet

   Note: The correct answer is b. Our elected officials work for us, the citizens; as employers, we have the right to “fire” any official that fails to execute the job in the manner we want. Number four can also be used after the museum visit to assess students’ understanding of the relationship between citizens and those holding power in a representative democracy.

The Power of the Vote

1. Instruct students to watch Reconstruction and the Fragility of Democracy, and then discuss the importance of Reconstruction in our nation’s history.

   https://www.facinghistory.org/resource-library/reconstruction-era-and-fragility-democracy-0

2. Read the text below to students. Direct them to listen, take notes, and discuss how disenfranchisement affected the quality of life of black Mississippians.

   When Mississippi rejoined the Union in 1870, fifty-five per cent of the population had been previously enslaved. White planters wanted free labor; the freedmen wanted to be landowners and receive pay for their labor. In an attempt to replicate slavery, state legislators passed the most extreme black codes in the former Confederate states. However, the 15th Amendment granted formerly enslaved black men the right to vote, which resulted in the election of at least 226 black men. Two were elected to the U.S. Senate. White terrorists used violence and intimidation to convince black voters to stay away from the polls. The Mississippi Plan was adopted in 1890 and resulted in only 8,615 of the state’s 76,742 black voters being qualified to vote in the election of 1892.

   By not having the power of the ballot, Africans Americans in Mississippi had little influence in their communities. They had no say in how much their taxes would be, how they would be spent, and what laws would be passed. They had little if any control over the local police, courts, or public schools (Constitutional Rights Foundation). “White-black population ratios indicated that gaining the right to vote would cause a dramatic and beneficial shift of power relations at state and local levels.”
SNCC

Once students understand the role of government and the power of the vote in a democracy, use the following resources to supply background knowledge about SNCC and Freedom Summer:

1. Student Nonviolent Coordinating Committee (SNCC)
   
   https://www.archives.gov/research/african-americans/black-power/sncc

2. The Eyes on the Prize documentary (Episode #5 Mississippi: Is This America? (1962-1964)
   
   https://cpl.org/booksmoviesandmore/kanopy


This Light of Ours: Supplemental Educator Guide

Experiencing the Exhibition

This guide is designed to help students interact with the This Light of Ours Exhibit. Students will complete the objective/task in each section after using the information gleaned from the photos to respond to the sectional questions. To complete the object/task in each section, instruct students to do the following:

• Read the objective/task statement.
• Read and think about the enduring understandings.
• Examine and analyze the photos and use them to answer the questions in each section.
• Use the information learned from the photos and their reflections to complete the objective/task.

Enduring Understanding

1. The right to vote is crucial for the maintenance of America’s democracy.
2. Living conditions of southern African Americans were affected by not being allowed to vote.
3. The white power structure of the South worked to keep African Americans from voting.
4. Ordinary people (southern residents and national activists) worked to dismantle the power structure in the South.
5. Some Americans are working to make it more difficult to vote in the present day.

Guiding Questions

1. Why is the possession and exercise of the right to vote crucial for democracy in America? (How does voting make this democracy work?)
2. Explain how being denied the right to vote affected the living conditions of black Americans in the South.
3. How were black southerners kept from voting?
4. Describe the relationship between African Americans in the South and those who were in power.
5. What were the economic, political, and social consequences of bias and stereotyping for black Mississippians?
6. How did the ordinary Americans featured in this exhibition work to dismantle the power structure in Mississippi?
7. How did the activists working in the Civil Rights Movement use technology to influence public opinion?
8. Why did white southerners work so hard to keep African Americans from voting in Mississippi?
Section 1: Black Life

Objective/Task:

Students will be able to discuss and describe what it was like to be black and live in the rural South prior to 1965.

Enduring Understanding:

- Living conditions of southern African Americans were affected by not being allowed to vote.
- The white power structure of the South worked to keep African Americans from voting.

Guiding Questions:

- Explain how being denied the right to vote affected the living conditions of black Americans in the South.
- What were the economic, political, and social consequences of bias and stereotyping for black Mississippians?
- Describe the relationship between African Americans in the South and those who were in power.

Choose three photos and answer the guiding questions in this section. Share the photos and answer(s) to the guiding question(s).

1.

2.

3.
Section 2: Organizing for Freedom

Objective/Task:
Students will be able to describe how ordinary Americans worked to dismantle the power structure in Mississippi.

Enduring Understanding:
• The white power structure of the South worked to keep African Americans from voting.
• Ordinary people (southern residents and national activists) worked to dismantle the power structure in the South.

Guiding Questions:
• How were black southerners kept from voting?
• How did the ordinary Americans featured in this exhibition work to dismantle the power structure in Mississippi?
• How did the activists working in the Civil Rights Movement use technology to influence public opinion?
• Why did white southerners work so hard to keep African Americans from voting in Mississippi?

Choose three photos and answer the guiding questions in this section. Share the photos and answer(s) to the guiding question(s).

1.

2.

3.
Section 3: State and Local Terror

Objective/Task:
Students will be able to understand how terror was used to keep African Americans from exercising their right to vote.

Enduring Understanding:
• The white power structure of the South worked to keep African Americans from voting.
• Ordinary people (southern residents and national activists) worked to dismantle the power structure in the South

Guiding Questions:
• How were black southerners kept from voting?
• Describe the relationship between African Americans in the South and those who were in power.
• Why did white southerners work so hard to keep African Americans from voting in Mississippi?

Choose three photos and answer the guiding questions in this section. Share the photos and answer(s) to the guiding question(s).

1.

2.

3.
Section 4: Meredith March Against Fear And Black Power

Objective/Task:
Students will explain the reasons why white southerners worked so hard to keep African Americans from voting.

Enduring Understanding:
• Ordinary people (southern residents and national activists) worked to dismantle the power structure in the South.
• Living conditions of southern African Americans were affected by not being allowed to vote.
• The white power structure of the South worked to keep African Americans from voting.

Guiding Questions:
• Why did white southerners work so hard to keep African Americans from voting in Mississippi?
• How did the ordinary Americans featured in this exhibition work to dismantle the power structure in Mississippi?

Choose three photos and answer the guiding questions in this section. Share the photos and answer(s) to the guiding question(s).

1.

2.

3.
Section 5: Unfinished Business - Voter Suppression Today

Objective/Task:
Students will be able to create a timeline showing the history of voter suppression in the United States.

Enduring Understanding:
• The right to vote is crucial for the maintenance of America’s democracy.
• Some Americans are working to make it more difficult to vote in the present day.

Guiding Questions:
• Why is the possession and exercise of the right to vote crucial for democracy in America? (How does voting make this democracy work?)
• Why did white southerners work so hard to keep African Americans from voting in Mississippi?

Choose three photos and answer the guiding questions in this section. Share the photos and answer(s) to the guiding question(s).

1.

2.

3.
1. The following questions and activities will help students process the exhibition’s content for its relevance to themselves, their communities, and their nation. Students will be encouraged to think about the story of the ordinary people in Mississippi during Freedom Summer and the extraordinary choices they made as they worked to secure the vote for all Americans.

**Ordinary People Identity Chart:** Instruct students to create two identity charts. One will reflect their own identity and the other will reflect the cumulative identity of the ordinary people in the exhibition. Who were they?

An identity chart is a graphic organizer that can be used to reflect the factors that shape identity. Before creating identity charts have students brainstorm categories we each consider when thinking about the question “Who am I?” — categories such as family role (e.g., daughter, sister, mother) gender, hobbies and interests (e.g., music, football), skills (e.g., math, writing), background (e.g., religion, ethnicity, nationality, hometown, place of birth), and physical characteristics.

a. Instruct students to write “ordinary people” in the center of a piece of paper and write their names in the center of another one. Use the phases and prompts in the paragraph above to complete both charts. (See the image below.)

b. Students will compare the two charts by responding to the following: What do you and the ordinary people in the exhibition have in common? How are you different? What made the people in the exhibition “ordinary?” What made them extraordinary? What makes you extraordinary?

**CREDIT:** Facing History and Ourselves
https://www.facinghistory.org/resource-library/identity-charts-1
2. Post the lyrics of the song below so that students can see them. Sing the song as a class and discuss why this exhibition is named “This Light of Ours.”

   This little light of mine,
   I’m gonna let it shine.

   This little light of mine,
   I’m gonna let it shine.

   This little light of mine,
   I’m gonna let it shine,
   let it shine, let it shine,
   oh let it shine.

3. Create a photographic timeline that reflects the history of voting in the U.S.

4. Write a letter to Justice Roberts discussing the results of Shelby v Holder on voting suppression.


5. Use words and phrases to describe your feelings about the photos in the exhibition and the story they tell. Explain your choices.

6. Think about the photos in the exhibition and describe one that resonated with you. Explain the reasons for your choice.

7. How did ordinary people survive in the South until the Voting Rights Act of 1965?

8. List strategies used by the activists to encourage Mississippians to register to vote.

9. How did white southerners keep black Mississippians from voting?

10. Why was it important for the white activists to be integrated into black community life?

11. What did the activists learn about black life?

12. Describe the landscape of your Ohio community during the 1960s.

13. Explain how the right to vote is threatened today.
Social Studies Topics, Content Statements and Expectations for Learning

GRADE SIX

Topic: Historical Thinking and Skills
Content Statement 1: Multiple tier timelines can be used to show relationships among events and places
Expectations for Learning: Analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.

Topic: Civic Participation and Skills
Content Statement 9: Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.
Expectations for Learning: Use a variety of historic and contemporary sources to communicate and defend a claim on a topic.
Examine a variety of sources for accuracy.

Topic: Roles and Systems of Government
Content Statement 10: Governments can be categorized as monarchies, theocracies, dictatorships, or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens’ liberties and responsibilities varies according to limits on governmental authority.
Expectations for Learning: Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.
Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.

GRADE SEVEN

Topic: Civic Participation and Skills
Content Statement 16: Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real world issues and events to classroom learning.

Expectations for Learning: Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.
GRADE EIGHT

Topic: Historical Thinking and Skills

Content Statement 1: Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Expectations for Learning: Analyze primary and secondary sources to describe the different perspectives on an issue relating a historical event in U.S. history and to present and defend a position.

Topic: Human Systems

Content Statement 18: Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

Expectations for Learning: Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the majority population.

Topic: Civic Participation and Skills

Content Statement 20: Active participation in social and civic groups can lead to the attainment of individual and public goals.

Expectations for Learning: Explain how participation in social and civic groups can lead to the attainment of individual and public goals.

Content Statement 21: Informed citizens understand how media communication technology influence public opinion.

Expectations for Learning: Explain how media and communication technology influence public opinion.

Topic: Roles and Systems of Government

Content Statement 23: The U.S. Constitution protects citizens’ rights by limiting the powers of government.

Expectations for Learning: Evaluate how the U.S. Constitution protects citizens’ rights by limiting the powers of government.
AMERICAN HISTORY

**Topic:** Historical Thinking and Skills

**Content Statement 1:** The use of primary and secondary sources of information includes an examination of the credibility of each source.

**Expectations for Learning:** Analyze and evaluate the credibility of primary and secondary sources.

**Content Statement 2:** Historians develop theses and use evidence to support or refute positions.

**Expectations for Learning:** Develop a thesis and use evidence to support or refute a position.

**Content Statement 3:** Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

**Expectations for Learning:** Identify examples of multiple long-and short-term causal relationships with respect to historical events.

Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.

**Topic:** Industrialization and Progressivism (1877-1920)

**Content Statement 12:** Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized.

**Expectations for Learning:** Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.

Describe institutionalized racial practices in post-Reconstruction America.

**Topic:** Social Transformations in the United States (1945-1994)

**Content Statement 27:** Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

**Expectations for Learning:** Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-World War II period.
AMERICAN GOVERNMENT

**Topic:** Civic Involvement

**Content Statement 1:** Opportunities for civic engagement within the structure of government are made possible through political and public policy processes.

**Expectations for Learning:** Devise and implement a plan to address a problem by engaging either the political process or the public policy process.

**Content Statement 2:** Political parties, interest groups, and the media provide opportunities for civic involvement through various means.

**Expectations for Learning:** Select a political party or interest group to address a civic issue, identify a type of media as a means of communication, then defend the viability of the choices made in an effort to achieve a successful result in resolving the civic issue.

**Content Statement 3:** Issues can be analyzed through the critical use of credible sources.

**Expectations for Learning:** Identify the factors that determine the credibility of a source and evaluate the credibility of a given source.

**Topic:** Basic Principles of the U.S. Constitution

**Content Statement 8:** The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.

**Expectations for Learning:** Apply the protections of the Bill of Rights to a given scenario.

**Content Statement 9:** The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans though the struggle to fully achieve equality would continue.

**Expectations for Learning:** Analyze how the Reconstruction Amendments attempted to address African American inequality through the new constitutional protections.

Explain the continued struggles faced by African Americans despite the passage of these amendments.

**Topic:** Role of the People

**Content Statement 14:** In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

**Expectations for Learning:** Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.
AMERICAN GOVERNMENT (CONT.)

Topic: Structure and Functions of the Federal Government

Content Statement 15: Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of the struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

Expectations for Learning: Identify an issue related to the denial of civil rights to a particular minority group and explain how at least one branch of the federal government helped to extend civil rights or opportunities for participation to the group of people.
Additional Resources for Educators

For additional resources please use the QR code below or visit: www.maltzmuseum.org/tlo-resources/