



ANNUAL SYMPOSIUM *and* TEACHER'S WORKSHOP



11.08.17

Keynote Speaker

GUIN ROBINSON, M.Ed.

Director of Community Outreach
Jefferson State Community College

Mayor of Pell City
1999-2004

This one day workshop will focus on methods of teaching historical and contemporary public issues, and activities to encourage students to become involved in service-learning projects will be provided. Teachers will learn to strengthen their students' civic literacy skills while also meeting expectations of the College and Career Ready Standards and the C3 Framework by the National Council for the Social Studies (NCSS).



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ANNUAL SYMPOSIUM *and* TEACHER'S WORKSHOP

SCHEDULE

9:00 am	Welcome
9:20 am	Session One: <i>Analyzing and Discussing Different Perspectives with an Issue</i>
10:35 am	Break
10:45 am	Session Two: <i>Exploring the Accuracy of Individuals' Arguments and Taking Civic Action to Address Social Injustices</i>
12:00 pm	Lunch and Keynote Speaker, Guin Robinson
1:00 pm	Session Wrap-Up
1:15 pm	Birmingham Bar Foundation Presentation
2:00 pm	Work Session

**DON'T FORGET: Check-In is Required to
Receive Your CEU Credits.**

KEYNOTE SPEAKER



GUIN ROBINSON, M.Ed.

Guin Robinson is the Director of Community Outreach for Jefferson State Community College. He is a graduate of Auburn University with a degree in Public Administration and he completed a Masters in Educational Leadership in December 2007 from the University of Alabama at Birmingham. Robinson is a graduate and member of the board of directors for Leadership Alabama and Leadership Birmingham. In 1999, Robinson became the first full-time Mayor of Pell City, Alabama and served in this role until 2004. He has previously served as Chairman of the Board at the Birmingham-Jefferson County Transit Authority, Childcare Resources, and Vulcan Park Foundation. He has also served on the Board of United Way of Central Alabama and Kid One Transport.

WORKSHOP RESOURCES

The Political Classroom

https://www.amazon.com/Political-Classroom-Evidence-Democratic-Education/dp/0415880998/ref=sr_1_1?ie=UTF8&qid=1509193443&sr=8-1&keywords=the+political+classroom

Education for Democratic Citizenship

https://www.amazon.com/Education-Democratic-Citizenship-Decision-Studies/dp/0807728888/ref=sr_1_1?s=books&ie=UTF8&qid=1509193558&sr=1-1&keywords=shirley+engle

Opposing Viewpoints in American History

https://www.amazon.com/Opposing-Viewpoints-American-History-Reconstruction/dp/0737731877/ref=sr_1_1?s=books&ie=UTF8&qid=1509193632&sr=1-1&keywords=opposing+viewpoints

American Presidency Project

<http://www.presidency.ucsb.edu/>

History Matters

<http://historymatters.gmu.edu/>

Living Room Candidate

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

Medieval Sourcebook

<https://sourcebooks.fordham.edu/sbook.asp>

Famous Trials

<http://famous-trials.com/legacyftrials/ftrials.htm>

World History Matters

<http://worldhistorymatters.org/>

Social Studies Central

<http://www.socialstudiescentral.com/instructional-resources/primary-sources/>

Central Intelligence Agency

<https://www.cia.gov/index.html>

American Rhetoric

<http://www.americanrhetoric.com/>

SESSION ONE

- Students need to break down multiple perspectives on an issue.
- With this activity, we are going to look at one way to break down different perspectives on a topic with healthcare.
- We are going to use the Republican and Democratic 2016 party platforms for this activity from the *American Presidency Project*.

STEPS

1. Students start by reading pages from both party platforms that talk about healthcare and complete the following graphic organizer. The party platforms can be accessed from the *American Presidency Project*.

GRAPHIC ORGANIZER FOR TWO POLITICAL PARTIES' VIEWS ON HEALTHCARE

QUESTION	REPUBLICAN PARTY FORMAT	DEMOCRATIC PARTY FORMAT
<p>What is the federal government's role in healthcare?</p>		
<p>What is the party's reasoning on why the Affordable Care Act should be supported or repealed?</p>		
<p>What is the solution to patients' high healthcare costs?</p>		

DEMOCRATIC PARTY PLATFORM | PAGES 34-36

Democrats have been fighting to secure universal health care for the American people for generations, and we are proud to be the party that passed Medicare, Medicaid, and the Affordable Care Act (ACA). Being stronger together means finally achieving that goal. We are going to fight to make sure every American has access to quality, affordable health care. We will tackle the problems that remain in our health care system, including cracking down on runaway prescription drug prices and addressing mental health with the same seriousness that we treat physical health.

Democrats believe that health care is a right, not a privilege, and our health care system should put people before profits. Thanks to the hard work of President Obama and Democrats in Congress, we took a critically important step toward the goal of universal health care by passing the Affordable Care Act, which has covered 20 million more Americans and ensured millions more will never be denied coverage because of a pre-existing condition. Democrats will never falter in our generations-long fight to guarantee health care as a fundamental right for every American. As part of that guarantee, Americans should be able to access public coverage through a public option, and those over 55 should be able to opt in to Medicare. Democrats will empower the states, which are the true laboratories of democracy, to use innovation waivers under the ACA to develop unique locally tailored approaches to health coverage. This will include removing barriers to states which seek to experiment with plans to ensure universal health care to every person in their state. By contrast, Donald Trump wants to repeal the ACA, leaving tens of millions of Americans without coverage.

For too many of us, health care costs are still too high, even for those with insurance. And medical debt is a problem for far too many working families, with one-quarter of Americans reporting that they or someone in their household had problems or an inability to pay medical bills in the past year. Democrats will also work to end surprise billing and other practices that lead to out-of-control medical debt that place an unconscionable economic strain on American households. We will repeal the excise tax on high-cost health insurance and find revenue to offset it because we need to contain the long-term growth of health care costs, but should not risk passing on too much of the burden to workers. Democrats will keep costs down by making premiums more affordable, reducing out-of-pocket expenses, and capping prescription drug costs. And we will fight against insurers trying to impose excessive premium increases.

Democrats will fight any attempts by Republicans in Congress to privatize, voucherize, or “phase out” Medicare as we know it. And we will oppose Republican plans to slash funding and block grant Medicaid and SNAP, which would harm millions of Americans.

DEMOCRATIC PARTY PLATFORM CONT. | PAGES 34-36

We will keep fighting until the ACA's Medicaid expansion has been adopted in every state. Nineteen states have not yet expanded Medicaid. This means that millions of low-income Americans still lack health insurance and are not getting the care they need. Additionally, health care providers, clinics, hospitals, and taxpayers are footing a higher bill when people without insurance visit expensive emergency rooms.

It is unacceptable that the United States pays, by far, the highest prices in the world for prescription drugs and that too many Americans between the ages of 18 and 64 cannot afford to fill their prescriptions. A lifesaving drug is no good if it is unaffordable to the very people who need it most. The largest pharmaceutical companies are making billions of dollars per year in profits at higher margins compared to other industries while many stash their profits in offshore tax havens.

Meanwhile, they charge Americans thousands of dollars for new drugs—often at much higher costs than in other developed nations. Democrats are committed to investing in the research, development, and innovation that creates lifesaving drugs and lowers overall health costs, but the profiteering of pharmaceutical companies is simply unacceptable.

We will crack down on price gouging by drug companies and cap the amount Americans have to pay out-of-pocket every month on prescription drugs. We will prohibit anti-competitive “pay for delay” deals that keep generic drugs off the market, and we will allow individuals, pharmacists, and wholesalers to import prescription drugs from licensed pharmacies in Canada and other countries with appropriate safety protections. Democrats will also fight to make sure that Medicare will negotiate lower prices with drug manufacturers.

REPUBLICAN 2016 PARTY PLATFORM | PAGES 36-37

Any honest agenda for improving healthcare must start with repeal of the dishonestly named Affordable Care Act of 2010: Obamacare. It weighs like the dead hand of the past upon American medicine. It imposed a Euro-style bureaucracy to manage its unworkable, budget-busting, conflicting provisions. It has driven up prices for all consumers. Their insurance premiums have dramatically increased while their deductibles have risen about eight times faster than wages in the last ten years. It drove up drug prices by levying a \$27 billion tax on manufacturers and importers and, through mandated price cuts for drugs under Medicare and Medicaid, forced pharmaceutical companies to raise prices for everyone else. Its “silver plans,” the most common option on the government insurance exchanges, limit people’s access to their own doctor through narrow networks and restrict drug coverage, forcing many patients to pay for extremely costly medicines for their chronic diseases.

It must be removed and replaced with an approach based on genuine competition, patient choice, excellent care, wellness, and timely access to treatment. To that end, a Republican president, on the first day in office, will use legitimate waiver authority under the law to halt its advance and then, with the unanimous support of Congressional Republicans, will sign its repeal.

In its place we must combine what worked best in the past with changes needed for the future. We must recover the traditional patient-physician relationship based on mutual trust, informed consent, and confidentiality. To simplify the system for both patients and providers, we will reduce mandates and enable insurers and providers of care to increase healthcare options and contain costs. Our goal is to ensure that all Americans have improved access to affordable, high-quality healthcare, including those struggling with mental illness.

We will return to the states their historic role of regulating local insurance markets, limit federal requirements on both private insurance and Medicaid, and call on state officials to reconsider the costly medical mandates, imposed under their own laws, that price millions of low-income families out of the insurance market. To guarantee first-rate care for the needy, we propose to block grant Medicaid and other payments and to assist all patients.

To ensure vigorous competition in healthcare, and because cost-awareness is the best guard against over-utilization, we will promote price transparency so consumers can know the cost of treatments before they agree to them. We will empower individuals and small businesses to form purchasing pools in order to expand coverage to the uninsured. We believe that individuals with preexisting conditions who maintain continuous coverage should be protected from discrimination.

Consumer choice is the most powerful factor in healthcare reform. Today’s highly mobile workforce needs portability of insurance coverage that can go with them from job to job. The need to maintain coverage should not dictate where families have to live and work. We propose to end tax discrimination against the individual purchase of insurance and allow consumers to buy insurance across state lines.

STEPS CONTINUED

2. After students complete the graphic organizer, they should share their answers. The teacher should ask follow-up questions to extend the discussion.
 - *What entity does each party ascribe the problems in healthcare to? Why do you think each party does this?*
 - *What does the party's solution to high healthcare costs say about its core beliefs?*

Examining issues like healthcare help students get at the core values, biases, and beliefs of a political party. Some possible discussion questions are the following:

- *What evidence from the source supports that response?*
 - *How does that response reflect the party's values, biases, and beliefs?*
 - *Who benefits the most from that solution?*
 - *Why might people disagree with that solution?*
3. Have participants look at Poems from *Two Voices* example.

SPOKEN ALONE BY VOICE ONE FOR THE DEMOCRATIC PARTY	BOTH VOICES SAY TOGETHER	SPOKEN ALONE BY VOICE ONE FOR THE REPUBLICAN PARTY
<p>1. The federal government has a role to play in guaranteeing that every American has high-quality health insurance.</p> <p>2. Premiums need to be more affordable, and prescription drug costs need to be capped.</p> <p>3. States need to extend Medicare under the provisions of the Affordable Care Act to extend health insurance for low income Americans.</p>	<p>1. Every citizen needs high-quality health insurance.</p> <p>2. Steps need to be taken to reduce patients' healthcare costs.</p> <p>3. State governments have a role to play to guarantee that citizens have the best health insurance.</p>	<p>1. The private sector needs to be more involved to guarantee that every American has high-quality health insurance.</p> <p>2. Citizens need more options with healthcare, and we need to reduce unneeded tests and procedures during visits to the doctor's office.</p> <p>3. States need to regulate local insurance markets and modify costly medical mandates.</p>

How could the graphic organizer and Poems from *Two Voices* be adapted for other topics and content areas in social studies? Give examples look at Federalists and Anti-Federalists, deal with Treaty of Versailles, or divine right of kings.

STEPS CONTINUED

- Discuss how students benefit from the graphic organizer and Poem from *Two Voices*

Emphasize visually seeing differences

Build students' research skills

Looking at different perspectives about an issue

Helping students build their own civic identity

4. After having groups create and share Poems from *Two Voices*, have students write their beliefs about healthcare on a sticky note or index card.

5. After students have formulated their thesis about healthcare on an index card, they are ready for a perspective-writing activity. Students assume the role of a political figure and make the argument for a policy solution to the issue of healthcare. Their solution to healthcare should draw on ideas from the graphic organizer, Poems from *Two Voices* activity, class discussions, and their own beliefs about healthcare. If students agree with the Republicans or Democrats' beliefs about healthcare, they draw on evidence from one of the two party platforms to construct their writing piece. The length of their writing piece should be a half page. Perspective-writing activities are ideal for allowing students to capture and convey a person or group's values, biases, and beliefs about an issue or event (Shaftel & Shaftel, 1967). Through this perspective-writing activity, students also gain experience constructing and articulating an argument. The ability to make an argument is important in order for students to share their opinions and engage in meaningful discussions about public issues (Monte-Sano, De La Paz, & Felton, 2015).

- How do students benefit from this writing activity?

Applying content learned to take informed action, which reflects dimension four of the inquiry arc in the C3 Framework.

Building students' civic identities of using evidence to form their own beliefs about an issue.

Emphasize writing activity that allows students to take civic action by proposing a solution to an issue or problem.

With "laboratory of democracy" idea mentioned earlier, a key component is giving students an opportunity to make and justify, a decision to a problem or issue using evidence.

SESSION ONE NOTES

SESSION TWO

ACTIVITY ONE

- People make claims all the time about an issue. Students need to discern the validity and accuracy of a person's claims.
- Students need to corroborate a person's claim against other sources. This helps students to determine whether there is sufficient evidence to support a claim. For example, students may explore Chief John Ross' letter discussing how the Cherokee Nation had been treated unfairly with The Treaty of New Echota. This treaty gave land owned in the Southeast by the Cherokee Nation to the U.S. government. Chief John Ross' letter may be accessed at History Matters, <http://historymatters.gmu.edu/d/6598/>.

Students start by reading the letter in pairs and answering the following questions.

1. How does Chief John Ross feel the Cherokee Nation has been treated through negotiations with the United States? What evidence is presented in his letter to support your argument?
 2. Why does Chief Ross question the validity of the Treaty of New Echota? What evidence is presented in his letter to support your argument?
- These questions are designed to help students summarize Chief Ross' arguments. By answering the second part of each question, students gain experience using evidence from a primary source to support the reasons that a historical figure gives to support an argument.
 - After students read this letter and answer the questions, there should be a class debriefing.
1. Why do you think that Chief Ross phrased his argument that way?
 2. Why would Chief Ross include certain evidence to support his argument?
- These questions help students to see the ways that historical figures formulate an argument.
 - Then, the teacher provides students with texts to explore. Some possible texts include the Treaty of New Echota, which can result in students exploring the credentials of the people that signed this treaty on behalf of the Cherokee Nation.
 - The U.S. Constitution may also be examined to allow students to explore the rights of U.S. citizens. As pairs analyze these texts, they complete the graphic organizer in the next section.

GRAPHIC ORGANIZER VALIDATING CHIEF ROSS' CLAIMS

TREATY OF NEW ECHOTA	SIGNING REPRESENTATIVES FOR CHEROKEE NATION WITH THIS TREATY	BILL OF RIGHTS IN U.S. CONSTITUTION
<p>1. What are the provisions of the treaty that hurt the Cherokee Nation?</p> <p>2. Who were the representatives that signed this treaty on behalf of the Cherokee Nation?</p>	<p>1. What were the credentials of the people that signed the treaty on behalf of the Cherokee Nation?</p> <p>2. Why would the credentials of the people that signed this treaty for the Cherokee Nation be controversial?</p>	<p>1. How could the treatment of the Cherokee Nation be a violation of its members' rights as outlined in the U.S. Constitution?</p>

- With these questions, one leads to the next, which culminates with how this treaty could be interpreted as a violation of the rights of the Cherokee Nation. These questions allow students to weigh evidence from multiple sources to reach their own conclusions.
- After completing the graphic organizer, there is another class debriefing. The pairs share evidence from these primary sources. Students highlight why the representatives' beliefs were not reflective of the majority of the Cherokee Nation. This discussion should also focus on the U.S. government's goals in these negotiations.
- All of these steps prepare students for the writing activity. Individually, students use all of the evidence accumulated and write an op-ed piece for a newspaper about whether Chief Ross' claims in his letter are accurate. Students' op-ed piece should be about a page in length. This activity helps students articulate their findings about a historical figure's claims.
- In this case, Chief Ross was accurate that representatives from a minority of the Cherokee Nation entered into a treaty with the U.S. government on behalf of the entire tribe. The exploration of issues like the Treaty of New Echota helps students analyze how some people's statements are made to point out social injustices. It is important to remember that the Treaty of New Echota played a major part in leading to the Trail of Tears, which resulted in the estimated deaths of over 4,000 members of the Cherokee Nation. Students can see how certain claims when ignored may have ripple effects.

ACTIVITY TWO

- Some people cannot or will not see the truth about issues or events. Their biases, values, and beliefs prevent them from doing so. They weave narratives that suit the truths they want to believe and have convinced themselves to believe. Social studies teachers need to set up opportunities for students to dispel these alternative realities.
- For example, segregationists downplayed the reasons for civil rights activists to protest Jim Crow segregation laws. The teacher may start by having students examine a text that captures segregationists' views about the Civil Rights Movement. One ideal text would be George Wallace's 1963 inaugural address. George Wallace was the voice of segregationists in the 1960s. Wallace's speech can be accessed at the Alabama Department of Archives and History, <http://digital.archives.alabama.gov/cdm/ref/collection/voices/id/2952>. Students read this text in groups and complete a word web with the center web asking the following question.
- As articulated by Wallace, why did segregationists feel justified for supporting segregation, and according to them, what were the consequences of integration?
- The teacher replicates the same analysis processes with Dr. Martin Luther King Jr.'s I Have a Dream Speech. Dr. King's speech can be accessed from American Rhetoric, <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>. While Governor Wallace articulated segregationists' beliefs about the Civil Rights Movement, Dr. King conveyed a different vision for the United States. In the same groups, students answer the following question with a word web. According to Dr. King, why did civil rights activists feel segregation had to be opposed, and what were the outcomes of integration?
- Students share their findings from analyzing Dr. King's speech. The key to this class discussion is to help students capture Dr. King's perspective and compare and contrast it to George Wallace's perspective. One obvious question that needs to be addressed is the violence and lawlessness that Governor Wallace speaks of in his address. From examining the method of non-violent civic disobedience employed by civil rights activists like Dr. King and studying historical records, it is clear that the violence and lawlessness that Governor Wallace is speaking about is mainly being caused by segregationists. Therefore, the credibility of this part of Governor Wallace's argument is undermined. This sets up an obvious question. Why would Governor Wallace spend so much trying to make the argument that the violence from attempts of integration are the civil rights activists' fault? This discussion gets students ready for a short writing activity.

ACTIVITY TWO CONTINUED

- With this writing activity, students summarize the differences in Governor Wallace and Dr. King's arguments. They address the differences in opinion about the non-violent civic disobedience methods used by civil rights activists between Governor Wallace and Dr. King. Another topic that should be contained in their writing piece is how segregationists' actions are violating African American' rights.
- Through this activity, students gain experience examining how political figures often make statements to justify their opinions, even when the evidence does not support their claims. The idea can be clearly seen when segregationists are complaining about the violence and mayhem they created. The ability to detect false statements is a critical skill for students to possess when assessing the merits of a political figure's statements, claims, and policy recommendations. Through possessing these analysis skills, students can make informed decisions on whether to support or refute a political figure's claims.
- Students need to remember that many political figures make statements to help further their own political ends. The ability to detect misleading statements enables our students, as future citizens, to hold their leaders accountable for inaccurate claims and policy recommendations.

ACTIVITY THREE

- The Children's March was carried out by elementary, middle, and high school children to protest Jim Crow segregation laws in Birmingham. The teacher starts by showing <http://www.pbs.org/wnet/religionandethics/2013/04/26/april-26-2013-birmingham-and-the-childrens-march/16051/>. This video provides an overview of the reasons for the Children's March. The teacher asks questions about this video for students to articulate the reasons and motivations that these children took action.

TEACHER RESOURCES FOR THE CHILDREN'S MARCH

Trade Books

Levine, E. (2000). *Freedom's children: Young civil rights activists tell their own stories*. New York, NY: Puffin Books.

Levinson, C. (2017). *The youngest marcher: The story of Audrey Faye Hendricks, a young civil rights activist*. New York, NY: Anthem Books for Young Readers.

Mayer, R. (2008). *When the children marched: The Birmingham Civil Rights Movement*. New York, NY: Enslow.

Websites

Civil Rights Movement Veterans
<http://www.crmvet.org/>

Kids in Birmingham 1963
<http://kidsinbirmingham1963.org/>

- After watching the video, students work in pairs to read about the Children's March on from *We've Got a Job* (Levinson, 2012). *We've Got a Job* tells the story of the Children's March with accounts from those that participated. Additionally, the teacher may show students photographs about the march. After reading one of these chapters, students complete the following graphic organizer.

GRAPHIC ORGANIZER FOR QUESTIONS WITH THE CHILDREN'S MARCH VIDEO

<p>From the chapter that you read, why were the children motivated to march? What evidence from the chapter supports your conclusions?</p>	<p>How did the children respond to the violence they faced while protesting, and why did they react in that manner? What evidence from the chapter supports your conclusions?</p>
Empty space for student response	Empty space for student response

- After students read and answer questions from this trade book, there should be a class debriefing. The teacher needs to ask follow-up questions to extend this discussion and help students articulate the marchers' perspectives. Some follow-up questions might include the following.
 1. What were the goals of the children that participated in the march?
 2. Why was the fact that these children protested Jim Crow segregation laws so powerful?
- These follow-up questions help students analyze the motivations and impact of these children protesting Jim Crow segregation laws. The example set by these children helped energize non-violent protests in Birmingham. Students can see how one person or group's actions can inspire others to take action.
- The teacher asks students to assume the role of a child that participated in the march and write a letter to a parent on why you want to participate in the march.
- Perspective-writing activities allow students to capture a historical figure's thoughts, feelings, and emotions. Students make arguments that a historical figure would based on his or her beliefs, values, and biases.
- This writing activity enables students to capture the voice of civil rights activists in the 1960s and see a powerful example of the ways in which children exercised agency.

ACTIVITY THREE CONTINUED

- This writing activity enables students to capture the voice of civil rights activists in the 1960s and see a powerful example of the ways in which children exercised agency.
- After students complete this activity, they edit their writing piece. Students should focus on addressing grammatical errors and clarity issues in their writing. They need to also make sure that their writing piece answers all questions of the writing prompt. The editing process helps students refine and more clearly articulate their ideas. The teacher circulates the room to help students while they are editing. Then, students share their writing piece aloud. The teacher asks questions to have students articulate the reasons that they framed their arguments in a certain way. This helps students better unpack their thinking and can lead to powerful classroom discussions.
- After students share their writing pieces, the teacher discusses the relationship between the Children's March and the Civil Rights Voting Act of 1964. A discussion of the connections between the Children's March and this legislation gives a powerful example of how people can impact and change society.
- The examination of the agency with the children that participated in this march sets up the teacher to have students research issues in a local community that need to be addressed.

ACTIVITY FOUR

- The teacher begins by allowing students to research in groups local or state issues using the questions below.
 1. What is a public issue in our local community or state?
 2. How is this issue negatively impacting our community or state?
 3. What are some potential solutions to this issue?
 4. How can our class help resolve this issue?
- After students have answered these questions, have a class debriefing and select one of their issues to focus on in the community. Then, the students decide how the class should take action to help resolve the issue.
- This creates the opportunity to draw on experts from a community that are concerned about the same issue to mentor students as they construct their intervention to an issue. These processes actively engage students as change agents. Through their active participation and intervention, students begin to grasp the power and potential of effecting change as a democratic citizen.

SESSION TWO NOTES

FROM VULCAN...

The mission of Vulcan Park and Museum is to preserve and promote Vulcan as the symbol for the Birmingham region, to advance knowledge and understanding of Birmingham's history and culture, and to encourage exploration of the region.

In order to support this mission, Vulcan Park and Museum offers several educational events and programming opportunities throughout the year including:

- **LINN-HENLEY GALLERY ROTATING EXHIBITIONS**
- **BIRMINGHAM REVEALED CULTURAL SERIES**
- **SPRING WALKING TOUR SERIES**
- **FIELD TRIPS & BIRMINGHAM HISTORY ON THE ROAD
(BOTH WITH GRANT ASSISTANCE OPPORTUNITIES)**

Details for these educational opportunities and more can be found on our website: [visitvulcan.com/education](https://www.visitvulcan.com/education).

Thank you for joining us today and we hope you'll visit us again soon.



PARK & MUSEUM

FIRE THE IMAGINATION. FORGE THE FUTURE.



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