

COLLECTING EVIDENCE AND IDEAS

Artefact/image 1:
sketch/label/info

Why I chose it:

Artefact/image 2:
sketch/label/info

Why I chose it:

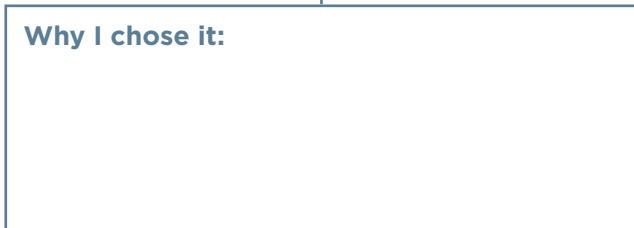
Artefact/image 3:
sketch/label/info

Why I chose it:

Artefact/image 4:
sketch/label/info



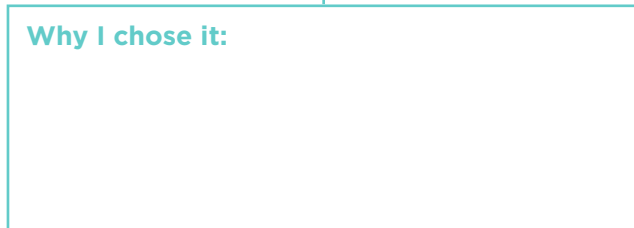
Why I chose it:



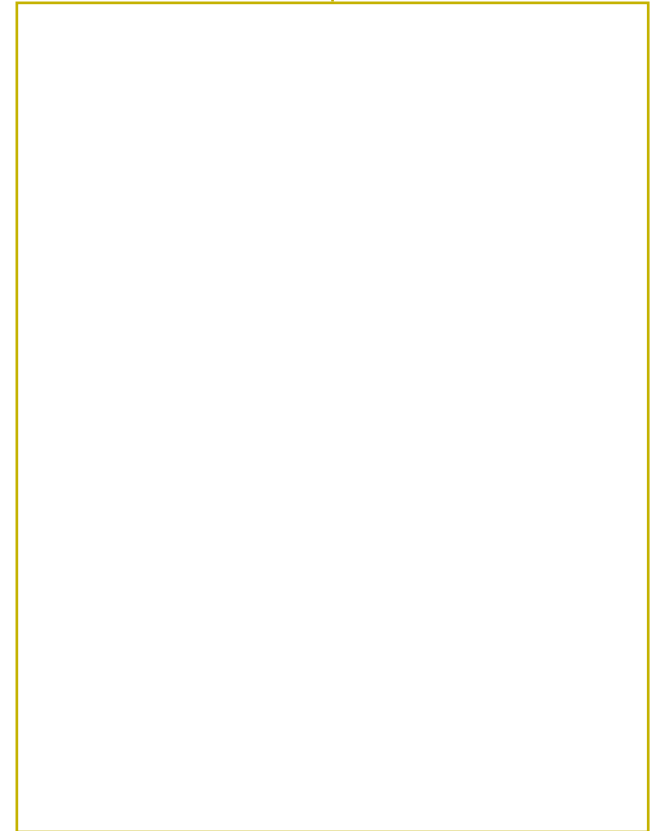
Artefact/image 5:
sketch/label/info



Why I chose it:



Artefact/image 6:
sketch/label/info



Why I chose it:



Collecting evidence and ideas

The artefacts in *Nelson Mandela: The Official Exhibition* have been carefully displayed and interpreted to engage visitors in his extraordinary life story, the people and events that shaped him, and his legacy.

Students can use the grid to choose and record the six (no more, no less) artefacts – that they feel are most powerful in representing Nelson Mandela and his life. These might be images, objects, letters, items of clothing, documents or other primary sources, but should not include any text written for the exhibition. Students could record the name and make a quick sketch of each object.

Working individually or in groups, they could imagine they are creating their own exhibition to help tell their peers about Nelson Mandela:

- If they could bring back six artefacts to include in their exhibition, which would they be? Why?
- What would the title of their exhibition be?
- What would its key message be?

Back at school they could write a one minute ‘elevator’ pitch for their exhibition:

- What is it about?
- Why should people go?

They could take turns to pitch this to the class and vote on the most popular idea.

Students could also use this resource to help them conduct enquiries or research debates. See the [Enquiries and debates](#) resource for more ideas and pointers.

They could also use it to collect and generate ideas for the [Clothing and identity](#) activities or other creative projects or to explore identity.

True or false?

Students could use their exhibition visit to collect a series of facts about Nelson Mandela and the themes associated with his life. Back at school they write a series of statements – some true, some false – and give them to a partner or students from another group to guess which is which. Their true facts should be ‘unbelievable but true’; their false statements must be believable and historically accurate.