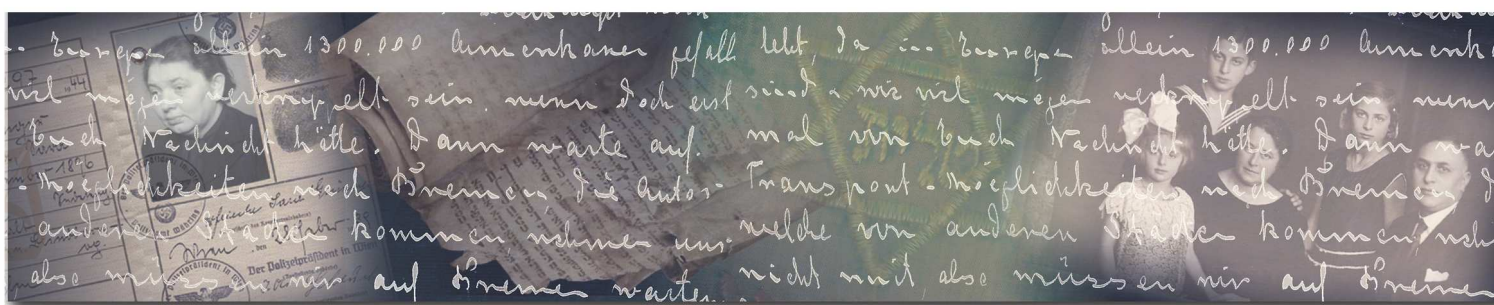


# Make a Difference: The Miller Family Youth Exhibition

Visiting the Illinois Holocaust Museum  
& Education Center



## Museum Information

### Illinois Holocaust Museum & Education Center

9603 Woods Drive, Skokie, IL 60077

Main Office: 847-967-4800

Fax: 847-967-4801

Field Trip Hotline: 847-967-4848

Email: [schoolgroups@ilhmec.org](mailto:schoolgroups@ilhmec.org)

Website: [www.ilholocaustmuseum.org](http://www.ilholocaustmuseum.org)

## Operating Hours

Monday – Friday: 10:00 AM – 5:00 PM  
(open on Thursday evening until 8:00 PM)

Saturday and Sunday: 11:00 AM – 4:00 PM

Office Hours: 09:00 AM – 5:00 PM (Monday through Friday)

*(Open to school group tours at 9 a.m. Monday – Friday)*

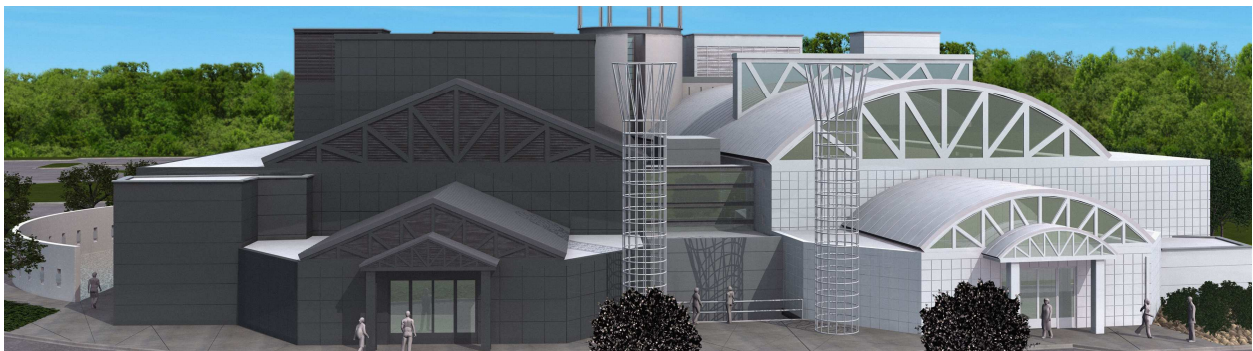
## Field Trip Attendance Fees

Students.....	\$3 per student
Teachers.....	FREE
Chaperones (up to 1 adult to 10 children ratio).....	FREE
Extra Chaperones (over 1:10 ratio).....	\$8

## General Admission

Adults.....	\$8
Seniors (65+): .....	\$6
Students (12 – 22): .....	\$6
Children (2-11): .....	\$5

Free with museum membership *(Memberships are not valid for school field trips)*





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## Thank you for choosing to visit the Illinois Holocaust Museum & Education Center.

IHMEC is dedicated to preserving the legacy of the Holocaust by honoring the memories of those who were lost and by teaching universal lessons that combat hatred, prejudice and indifference. The museum fulfills its mission through the exhibition, preservation and interpretation of its collections and through education programs and initiatives that foster the promotion of human rights and the elimination of genocide.

This pre-visit packet was developed to prepare you and your students for your visit to the Illinois Holocaust Museum & Education Center. For all school groups, a visit to the museum is inquiry-based: we ask students to respond to materials they see on their museum tour while involving them in a conversation about the meaning and relevance of the objects they see, stories they hear and experiences they participate in. An IHMEC visit is meant to engage students and spark their interest. When we succeed, students will leave with more questions than answers, as well as a desire to learn more.

Make a Difference: The Miller Family Youth Exhibition is centered on the tenets of character education. Our aim is to provide a safe space for your students to discuss themes such as bullying, identity, diversity, and responses to racism, intolerance and discrimination. We hope students will leave the museum thinking about different ways they can become more active in their local and global communities and take a stand for positive change. In this packet you will find a selection of resources and activities that align with state and national standards, representing a sampling of the extensive materials available on character education and beginning Holocaust and genocide studies. We invite you to review and adapt these materials to meet your classroom needs.



## Illinois Holocaust and Genocide Education Mandate

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the event of the Nazi atrocities of 1933 to 1945.

This period in world history is known as the Holocaust, during which 6 million Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial or religious hatred can overtake any nation or society, leading to calamitous consequences.

To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in the Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of these materials is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

Paragraph 27-20.3./ HB312 2005

*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.” Margaret Mead*

## Introduction

### How to Prepare Your Students for a Visit

Because there are multiple components to this pre-visit packet we do recommend you consider what best suits the needs of your students and your unit on character education and beginning Holocaust or genocide studies.

We are confident that the content of this pre-visit packet will enable you to maximize the educational potential of your visit and to engage all of your students. Please be aware that we offer many opportunities for professional development for educators. We welcome your input and will try to address your needs.

### Preparing Your Team for a Great Visit

- **Please take some time to review this field trip planning guide.**
- **Please share a copy of this guide with all chaperones and classroom teachers registered to visit with your group or print a copy from our website [www.11holocaustmuseum.org](http://www.11holocaustmuseum.org).**
- **Check off the “Field Trip Checklist” before you leave school and when you arrive.**
- **Review payment.**
- **Organize and prepare your class.**

**Become the difference.**

**Become the difference.**

**Become the difference.**



**MAKE A DIFFERENCE:  
The Miller Family Youth Exhibition**



## Make a Difference: The Miller Family Youth Exhibition

IHMEC aims to encourage visitors of all ages to examine the ethical and critical questions resulting from a study of the Holocaust and genocide, yet **Make a Difference: The Miller Family Youth Exhibition** seeks specifically to provide students with a safe space where they can investigate how to be responsible citizens, explore what it takes to care for themselves and others, and brainstorm strategies on how to speak up for those being bullied or treated unfairly. Students will exit the museum ready to act on the core values of respect, care, justice, civic virtue and citizenship and become more involved in their communities.

When combined, lessons on character education, social emotional learning, social justice and beginning Holocaust and genocide studies will assist students in identifying and developing traits that will help them become responsible and active citizens.

**Visitors will explore themes of character education and social emotional learning activities in four areas:**

### Self-Portraits

Visitors will have various options for how to create their visual self-portrait. They can choose words that best describe themselves and literally sketch onto their self-portrait. This is a great opportunity to think about what experiences shape and mold one's identity. There will be the option to create a digitalized *Upstander Oath* that describes what one can do to make a difference in the world. Magnetic poetry designed around the subject of immigration will also be available for visitors to construct a poem about welcoming diversity.

### Survivor Stories

Members of the Holocaust survivor and rescuer community in the Midwest reflect on the lessons they want visitors to learn from a study of the Holocaust and genocide.

### Polk Bros. Global Community Theater

The *Polk Bros. Global Community Theater* provides a multi-purpose space where groups can reflect through performance, film and discussion on their experiences from their visit.

### Illinois Tool Works Foundation's Take a Stand

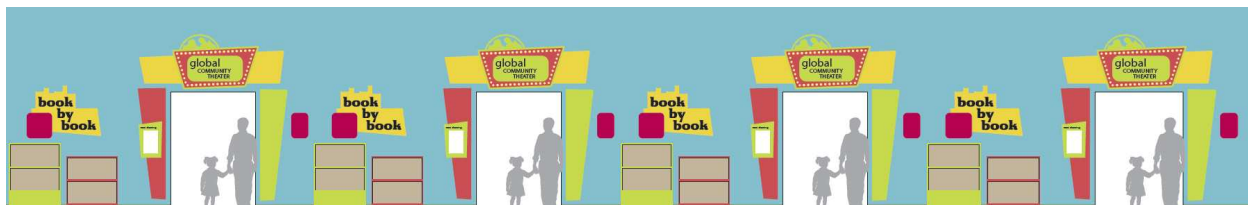
This virtual experience pushes visitors to make difficult choices when they are challenged to decide whether to be a bystander, helper, or perpetrator in an age appropriate manner.



# Make a Difference: The Miller Family Youth Exhibition

## Anticipated Learning Outcomes for Docent-led and Self-guided Tours

- Visitors will be able to identify who they are as individuals and their responsibilities and relationships toward others.
- Visitors will have the strategies and tools necessary to not only identify a problem, but be able to identify and overcome the obstacles necessary to solve that problem.
- Middle and high school students and adults will draw connections between the lessons and themes of Miller Family Youth Exhibition and the lessons and themes of a study of the Holocaust and genocide, identified in the Karkomi Permanent Exhibition and the Legacy of Absence Gallery.
- Student visitors will be prepared to meet and exceed Illinois Educational Standards and Social Emotional Learning standards at grade appropriate levels.



# **FIELD TRIP CHECKLIST**



## Field Trip Checklist

### Before Your Visit

- Review your field trip confirmation email to be sure all information is correct
- Notify IHMEC of any individuals with special needs
- Read the pre-visit packet
- READ and COPY** this check list and the “Chaperone Guidelines” information page for EVERY teacher/chaperone registered with your group
- Assign groups to chaperones and divide students prior to arrival
- Create name tags/labels for students and chaperones/teachers with first names
- Copy directions for drivers and notify them of arrival, departure and parking information

### Lunches

- Check your field trip confirmation email for lunch reservation details
- Make sure all individual lunches are labeled with individual and group name
- Make sure lunches are not in lunch boxes but in **disposable** paper or plastic bags
- All lunches should arrive in a box or large plastic bag

### When You Arrive

- Lead teacher/group contact check in at IHMEC admissions desk at the museum’s main entrance. The group contact, or a designated chaperone, should present their confirmation email at the box office and pay the balance due for field trip admission
- Students, chaperones and other teachers **should not** unload from the bus until you have been greeted by a museum representative for your orientation
- Make sure all teachers, chaperones and drivers know the appointed departure time
- To facilitate a smooth check-in, please have all payments collected and total number of chaperones and youth counted prior to your arrival
- Payments can be made with a credit card (MasterCard, Visa, Discover, or AMEX), check or cash in large bills. Checks or money orders should be made out to the Illinois Holocaust Museum & Education Center



# **PLANNING YOUR FIELD TRIP**



## Planning Your Field Trip

**Thank you for your interest in the Illinois Holocaust Museum & Education Center. Please review each of the following items and suggestions before your field trip. For more information, visit us at [www.ilholocaustmuseum.org](http://www.ilholocaustmuseum.org)**

### Before Your Tour

#### Plan Your Schedule

Traffic can be very busy during the weekdays in the Chicagoland area, especially during morning and afternoon rush hours. Please provide plenty of time so that you arrive at the Illinois Holocaust Museum & Education Center **15 minutes prior to the scheduled reservation time reserved for your group.**

Beginning with a 5 minute museum orientation **on the bus**, expect your group's journey through the museum to take from two to four hours, depending on the age and size of your tour.

Grade 7 and above: 4 hours, including lunch

Grades 6 and below: 2 to 3 hours, including lunch

We are happy to work with you to customize your field trip to your specific needs and timing.

Students are welcome in the museum's Legacy Shop, as long as they are accompanied by the required ratio of adults (1 to 10). We ask that 10 students at a time be allowed in the Shop. The Legacy Shop is located on the main level. Please remind your students that they will have ample time to visit the Museum shop following the museum experience. Visiting the shop at this time means that purchases are less likely to be lost, and it will lighten the students' load as they enjoy the exhibits.

**For further information or questions about the details of your visit, please call the School Groups Hotline at (847) 967-4848, email [schoolgroups@ilhmec.org](mailto:schoolgroups@ilhmec.org), or visit [www.ilholocaustmuseum.org](http://www.ilholocaustmuseum.org).**

obvious    carefree    free  
smooth    rough    significant  
jagged    giggly    indisputable  
huggable    anxious    available  
needy    hyper    helpful  
ridiculous    inspiring  
regretful    confusing  
growing    healthy  
beautiful    handsome

## Planning Your Field Trip

### Reserve Lunch Room

Lunchroom space at the Illinois Holocaust Museum & Education Center is limited to groups with reservations. Check your field trip confirmation email for details. Due to space limitations we will not be able to accommodate all requests, so please make plans well before your visit. When lunch space is not available on the date(s) requested, nothing will be listed in your confirmation email. If you have reserved space in the lunchroom, a Museum volunteer will collect lunches when you arrive at the Museum.

### Bringing Your Lunch?

Groups bringing their own lunches may do so, but will also be required to reserve space in the lunch room prior to their visit. **All lunches must be labeled with your group name prior to arrival at the Museum.** This will save your group valuable time when checking in. The lunches will “dropped off” upon arrival in a museum provided bin and then taken inside by our staff and stored in our lunch room. Since the lunches will all be boxed and labeled, they will be easily identified and redistributed by your chaperones. Please do not bring lunches in lunch boxes, make sure that all lunches are in disposable paper or plastic bags.

Each lunch period is 30 minutes in length. Lunch space will be reserved before, during or after a museum tour, depending on your schedule. Remind students that they will not have access to their lunches during their museum tour, and should keep any important or valuable items with them at all times (such as glasses, inhalers, medicine, etc...).

### Group Identification

We ask that you please divide your students/youth into their assigned groups ahead of time (Groups should be 20 or less depending on total number of students/youth). Assigned groups should be on the same bus.

Please be sure that your group has some physical identification system – a uniform, same colored t-shirt, lanyard with tag that identifies the organization, or other similar identifier – that every student wears which clearly shows the school/organization name.

**In addition, we ask that each student and chaperone/teacher please wear a name tag/badge/label that identifies each individual by their first name. This will enable the Museum staff and volunteers to direct your group where they need to go easily and efficiently, and engage each participant by name during their tour.**

# Planning Your Field Trip

## When You Arrive

### Bus Drop-Off, Parking and Directions

School bus and motor coach unloading and loading will take place in front of the Museum's main entrance. Buses should enter the signed "Museum Entrance" area and proceed to the "dark side" of the museum building. Students/chaperones **should not** unload from the bus until greeted by a museum representative for your orientation. After your students have unloaded please direct your bus driver to the main museum parking lot on the west side of the museum where they will find special bus parking slots. Please direct your driver that **bus engines must be turned off when parked.**

### Group Contact and Making Payments

Your "Group Contact" is the person who made your reservation and was responsible for coordinating your trip. This person received a field trip confirmation email after booking the trip. It is very important that the group contact designates a group coordinator if they are not making the trip, and reviews the pre-visit packet with each chaperone.

The group contact, or a designated chaperone, should present their confirmation email at the box office and pay the balance due. To facilitate a smooth check-in, please have all payments collected and total number of chaperones and youth counted prior to your arrival. Payments can be made with a credit card (MasterCard, Visa, Discover, or AMEX), check or cash in large bills. Checks or money orders should be made out to the Illinois Holocaust Museum & Education Center. If you are paying with cash, please collect all the money before your arrival.

You are always welcome to prepay for your field trip.  
Payments should be sent to:

**ILHMEC**  
**Attn: Field Trips**  
**9603 Woods Drive**  
**Skokie, IL 60077**

If you prepay before your field trip date please notify the box office when you check-in that payment has already been made.

Please remember that group size is final after the field trip is processed and you have received your confirmation. The Museum has limited field trip slots and space, and therefore we CANNOT offer refunds or balance due adjustments for absent children after the reservation form is submitted. You may bring up to 5 children more than the number you made reservations for, and pay for them on the day of your trip.

Please note that final payment is due no later than the date of your trip.

## Planning Your Field Trip

### Chaperone Policies

The Illinois Holocaust Museum & Education Center requires one chaperone for every ten (10) students. These chaperones will be admitted free of charge with the school group. Additional chaperones over the 1 to 10 ratio will be charged regular adult admission of \$8.00. Aides accompanying special needs students, over and above the 1 to 10, ratio will also be granted complimentary admission.

Teachers and chaperones MUST stay with their assigned groups at all times, including visits to the lunchroom, Goodman Auditorium, The Legacy Shop, and restrooms. Docents will provide formal tours and will help guide your students through the museum. However, teachers and chaperones should plan on staying with their assigned groups throughout the museum.

**Please assign groups to chaperones prior to arrival.**

Please read and distribute to all chaperones the [Chaperone's Guide to a Great Visit](#) that is enclosed in this packet.

Inform your group members to leave any unnecessary items on the bus that they will not need inside the museum (such as personal radios, gaming devices, etc.). This policy includes cell phones for student visitors. These items will not contribute to their museum experience and will be subject to security inspection. However, teacher/chaperones will be allowed to bring cell phones into the museum for emergency purposes.

Students will not be allowed to bring backpacks, large bags, purses or coats into the museum, and these items will need to be left on the bus.

**Personal belongings left unattended on the bus are not the responsibility of the Illinois Holocaust Museum & Education Center.**

## Planning Your Field Trip

### Once Inside the Museum

For your safety, all items brought into the Illinois Holocaust Museum & Education Center are subject to inspection. Please leave all bags and valuable personal belongings on your bus. Thank you for your cooperation.

The Museum is a **non-smoking facility** and this policy is strictly enforced.

**Food and beverage** are **not permitted** outside the designated eating areas. **Chewing gum** is not permitted inside the building whatsoever.

**Pencil, pen, or writing tools of any kind** are **not allowed** in the Goodman Auditorium, Legacy Shop or exhibit areas. In addition, field trip activity sheets are not be given to students to complete throughout their tour; they will not be allowed. If pen, pencil or paper is needed by your group for a museum approved activity these items will be provided by IHMEC staff or volunteers.

Every visitor has a right to enjoy an exciting and educational visit to the Museum. Visiting groups should treat other visitors, museum staff, volunteers and the exhibits with respect. Inappropriate behavior that detracts from the experience of others will be dealt with at the discretion of the Illinois Holocaust Museum & Education Center staff or docent volunteer. Such behavior may result in a group being asked to leave the building and could jeopardize future visits to the Museum.

**Photography Policy:** No photography of any kind is allowed inside the museum building. Photography is permitted outside the building. Video cameras are also prohibited.

### After Your Tour

#### Legacy Shop

Students are welcome in the museum's Legacy Shop. We ask that 10 students at a time be allowed in the Shop with a chaperone. The Legacy Shop is located on the main level.

#### Bus Pick-Up

Buses/Vans are not to pull up in front of the museum entrance until your group's scheduled departure time. If they arrive and your group is not ready to depart they may be asked to "circle" until the group is ready.

listener neighbor  
supporter trusting  
reporter loving  
informant special  
powerful indifferent  
magnificent  
cruel sympathetic  
important mean

## Planning Your Field Trip

### Miscellaneous

#### Call If You Will Be Late

If you are delayed or running late for any reason, please call us at **847-967-5100** to allow our staff to plan accordingly. If groups arrive early and it is not possible for you to enter the museum, you may be asked to remain on the bus until your assigned entrance time. If groups arrive more than 30 minutes late, the field trip time may be abbreviated due to scheduling considerations. Please arrive on time to experience all we have prepared for you.

#### Changing Field Trip Plans

Changes to your date or cancellation of your trip must be made in writing to the Education Department on official school letterhead and signed by the school principal or school tour coordinator and can be mailed or faxed 847/967-4801 to the museum. Changes will not be accepted by phone or email.

#### Weather

If your group is unable to travel to the Museum due to extreme weather conditions, please call us at **847-967-5100** as soon as possible. We will make every effort to reschedule your visit on the next date choice, based on availability.

# **EXHIBITIONS AND RESOURCE CENTERS**



## Exhibitions and Resource Centers

### Exhibitions

#### **Make a Difference: The Miller Family Youth Exhibition**

is designed for young people ages 8 to 11, although everyone will find something engaging within this space. The exhibition's interactive and hands-on activities seek to help younger visitors identify who they are as individuals, explore what it takes to care for themselves and others, and to speak up for those experiencing hatred, prejudice, indifference through bullying and intolerance within their local and global communities. The goal of the Youth Exhibition is to prepare visitors of all ages and learning levels, to act with kindness, respect, and social responsibility and try to make a difference for positive change.

The Youth Exhibition is an introduction into understanding the language and themes that will be explored in the Karkomi Permanent Exhibition.

#### **The Karkomi Permanent Exhibition**

is recommended for visitors 12 and older. This is a chronological historical exhibition that explores the period of history known as the Holocaust. The exhibit is guided by Midwest survivor voices and over 500 artifacts.

#### **The Legacy of Absence Gallery**

reveals aspects of the continuing impact of the Holocaust on today's world through modern and contemporary art. The collection will explore how this visual vocabulary has been used in a range of works that commemorate other episodes of historic, mass violence: Cambodia, Rwanda, the Soviet Gulag, and many others.

(For all grade levels)

#### **Changing/Special Exhibitions**

Throughout the year, the museum will be home to temporary and travelling exhibitions from various national and international institutions. As these are changing exhibitions, we hope that depending on their content and nature, educators will use their discretion whether it is age-appropriate for their students.



## Exhibitions and Resource Centers

### Survivor / Eyewitness Presentation

Core strengths of your students' visit to the museum lie not only in the exhibition but the survivor or eyewitness presentation. As part of your students' field trip experience, IHMEC will make every effort to provide an opportunity to hear from a first-hand eyewitness during your tour (Grades 7 and up only).

Eyewitness presentations are 20-30 minutes including Q&A and will take place in the Goodman Auditorium. The individual survivor who presents to your students tells of the events of the Holocaust through their own personal story. Their experiences may vary from ghetto survivor, camp survivor, hidden child, liberator or escapee, all providing powerful stories within the lens of their own experience. Your students should be able to listen and appreciate the story of the survivor by being able to place his/her story within the broader historical events of the Holocaust.

### Resources

**The Brill Family Resource Center** includes a research library that concentrates on historiography and documentation of the Holocaust, Holocaust-related literature (fiction and non-fiction), personal accounts of survivors and victims, the Third Reich, war crimes and war crimes trials, and revisionist and denial literature. The center is free and open to the public and houses a core collection of non-circulating books, maps, videos, DVD's, unpublished memoirs, and other printed material.

**The Miller Interactive Library** has 16 computers connected to the Internet and is open to visitors for investigation, exploration and research. The Shoah Visual History testimonies are available for visitors to view Midwestern Holocaust survivors who participated in the Shoah Foundation interviews. Take the time to look at some of these unique and inspiring stories. Learn more about the Holocaust through the museum's multimedia resources.

## Exhibitions and Resource Centers

### Important Locations

**Coat Check** is available on the Main Floor.

**Lockers** are located outside the Coat Check area.

**Lost and Found** is located at the Information Desk on the Main Floor.

**Parking** for guests is available in the main parking lot and on the south side of the building. Both areas are wheelchair accessible.

**Restrooms** are located on the Ground Floor, Main Floor and Second Floor of the museum.

**Elevators** are located on the Ground Floor, Main Floor and Second Floor of the museum.

**First Aid** can be obtained by any uniformed Museum staff member. The First Aid Station is located on the Main Floor

**Water Fountains** are located throughout the museum.

The **Café** is located on the Ground Floor.

The **student lunchroom** is located on the Ground Floor.

The **Legacy Shop** is located on the Main Floor.

**ATM** is located on the Main Floor near the Legacy Shop.





# **SUGGESTED LEARNING ACTIVITIES**



## Suggested Learning Activities

### Prior to Visit

The following activities have been developed for you to use before a trip to the Illinois Holocaust Museum & Education Center. These activities will draw out prior knowledge on the given topic, provide avenues for a more in-depth study and review, and incorporate reading and writing strategies that are in line with state and national educational standards.

Facilitating pre-field trip activities sets the tone for your students and prepares them intellectually for their visit. It ensures that each student will come to the museum with similar and shared experiences with their peers, and will help contextualize the subject matter of the different exhibitions.

### K-W-L (What I Know - What I Want to Learn - What I Learned)

#### Part One

1. Have students draw lines on a piece of paper to divide it into thirds (or fold a piece of paper into thirds so you have 3 long columns).
2. Students write *K*, *W*, *L* across the top, one letter per column.
3. On the chalkboard, whiteboard, overhead projector or flip chart, do the same thing.
4. Keeping in mind the age of your students, and the exhibit(s) they will visit, have students choose, or you assign, a topic from the list below, for students to write everything they **KNOW** under the *K* column.

**EXAMPLES:** The Holocaust  
Genocide  
Bullying  
Upstanders  
Prejudice  
Respect  
Conflict Resolution  
Perseverance  
Friendship  
Accepting those who are different  
Recognizing the similarities in us all  
Cooperation  
Identity  
Behaviors: bystanders, perpetrators, victims, helpers

political  
comfortable  
**displaced**  
protecting  
welcoming  
respectful  
cultural  
familiar  
**personal**  
**crafty**  
essential  
**reliable**  
**attentive**  
**generous**

## Suggested Learning Activities

5. Ask students to pair up (their partner can have the same topic or not) and share with their partners what they have listed. Many students will include misconceptions about what they think they know that can be addressed later.
6. Come back together as a group. Go through each topic one by one and ask students who chose that topic to share what they **KNOW**. If you have big poster paper, each topic can be written as a heading on each paper ahead of time and then taped on the board and filled in as each topic is discussed.

### Part Two

1. For two minutes have students write under the “W” what they *want* to know about the topics you/they chose in part one.
2. Suggest that as they tour the museum, they should be thinking about the questions they have written down. Part three (What I Learned) can be completed after your return.

### EXAMPLE: BULLYING

What I Know	What I want to Know
- Feelings are hurt	- Why do people bully?
- Bullying happens only at school	- What can I do if I see someone being bullied?
- People of all ages can be bullied	- The difference between telling an adult and tattling

### HOW DO YOU DEFINE YOURSELF?

Locate places around the exhibition where you can choose words to create your own self-portrait. Feel free to keep your portrait or post it in the entry area.

## Suggested Learning Activities

### Post Visit

Throughout your tour of the museum, docents will provide the opportunity for students to reflect and de-brief on different exhibits and interactives. The chance to consider and discuss what they saw and experienced during their visit is critical to further one's self-knowledge. Students will not leave the museum without a reflection and de-brief period; however, it will also be beneficial to have time allotted afterward to discuss the field trip. Reflecting on experiences they had on the field trip will help students process the information they gathered during the visit.

### K-W-L

#### Part Three (To be completed after your visit to the museum)

1. Allow time for students to look over the two parts already completed of the K-W-L.
2. Instruct students to take three minutes and write under the assigned heading everything they learned about the questions they had listed under the *Want to Know* heading, or to clear up any misconceptions (i.e. bullying can only happen at school).
4. Ask students to compare what they had in the *Know* column.
5. Have students share what they learned and correct what they had in the *Know* column on their sheets.

#### EXAMPLE: BULLYING

What I Know	What I Want to Know	What I Learned
- Feelings are hurt	- Why do people bully?	- Sometimes telling on someone is a good idea
- Bullying happens only at school	- What can I do if I see someone being bullied?	- Bullies respond to strength and confidence
- People of all ages can be bullied	- The difference between telling someone if I'm being bullied and tattling	- Bullying can happen anywhere, to anyone, at any age

blind    determined  
**rugged**    innocent  
 miraculous    challenged  
**sweet**    **disgusting**  
 dazzling    spiritual  
**hysterical**    **worried**  
 sacred    broken    **dreamy**  
 high    precious    relieved  
**frustrated**    **risky**

## Suggested Learning Activities

### 3E Activities: Explore, Examine, Extend

**EXPLORE:** Brainstorm ahead of time a list of questions that are rolling in your head. Ask your students to do a similar ‘brain dump.’ Have students identify what they found interesting or what they want to know more about.

**EXAMINE:** Investigate what was in the exhibit(s); probe the difficult questions and refer to the list you prepared ahead of time.

**EXTEND:** Begin independent research projects on a topic that interested them, less broad the better.

### Start with Wonder

Orient students to the physical space of the Museum and why museums are built. This can be a pre- or post-visit activity.

Consider how museums and memorials help to remember the past, but also build awareness and teach us about the present.

Consider why it would be important to have a Holocaust museum.

### Focus on the Big Idea

Prepare a list of what you hope your students will be able to explain and/or define after having visited the museum. Create follow-up activities that help guide students to ponder questions surrounding this particular focus.

**EXAMPLE:** **What can I do to help others?  
How do I view myself as an individual and what does that mean for how I define my role in the local and global communities?**

### Ask “Thinking Questions”

“Thinking Questions” are a way to include the major skills of reading comprehension tested by ISAT/ITBS. Students can develop these skills with visual thinking at the museum and continue to expand these skills during active learning activities in the classroom.

1. Provide students with a particular topic or theme from the list below around which a discussion can be structured as they reflect on one of the films shown either in the Global Community Theater or Survivor Stories in the Youth Exhibition. (Choose one for each group of four students)

## Suggested Learning Activities

- Taking a stand
  - Upstander
  - Cooperation
  - Identity
  - Respect
  - Bullying
  - Conflict resolution
  - Global Community
  - Friendship
  - Accepting differences
  - Recognizing the similarities in us all
2. Distribute a poster sheet of paper divided into three sections (Upside-down T-Chart style).

### EXAMPLE:

General	Topic
Conclusion	

3. Explain that in the top left corner, their group will summarize the film through a general perspective.
  - Identify and describe the different individuals in the film.
  - Summarize the major themes of the “survivor story.”
4. Explain that in the top right corner, they should summarize the film through the structured perspective of the topic or theme chosen from the list above.
5. In the bottom half of the poster sheet, they should determine their conclusions made during this structured reflection activity.
6. Allow time for each group to present their posters to the rest of the class, as this will allow for all the students to review the films from different angles and perspectives.

**unwilling** ready  
**stubborn** willing  
**unyielding** decisive  
judgmental careful  
**forgiving** **diligent**  
**aggravated** prepared  
**unreasonable**  
**opinionated**

## Suggested Learning Activities

### Role-Playing as Reflection

1. Write a tour book entry as if you were a journalist who just visited the Museum. By evaluating information and evidence to support or reject your opinions, have students prepare an outline for the article with different points that you would want to discuss in your article to describe your visit to the museum.
2. Create a museum brochure or catalog. Highlight different areas of the Museum and exhibitions that you found interesting and intriguing. Identify and list discussion points you would address and ask if you were a docent.

### The “Big Question”

1. As you reflect on your field trip, identify what was the “Big Question,” or focus for this trip for you as the educator. For some, it is how can students be more actively involved in standing up for themselves and others; for others, it’s how human rights atrocities continue to be perpetrated in the 21<sup>st</sup> century. Some educators want to provide their students with different perspectives on history.
2. Next, ask your students to determine their own “Big Question.” Have each student answer the questions below in writing or picture notes within the grid.
  - What did you see that was interesting?
  - Why was it interesting?
  - What challenges were presented to you?
  - How did/can you handle the challenges?

#### EXAMPLE:

<i>Take a Stand</i>	I was directly involved and engaged in the activity.	Working together to catch the most flies; helping others when I knew it put me at risk.	I helped my classmates anyway, because I realized it was easier to succeed as a team.
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3. Have students share their work with a partner and determine between themselves the “Big Question.”
4. Allow time for each pair to share their “Big Question” with the rest of the class. As they report their “Questions,” write each one on the front board for everyone to see.
5. Once each pair has shared, brainstorm possible solutions and answers to their “Questions.” Providing potential solutions is very important in order to conclude this activity.

## Suggested Learning Activities

### Expand and Assess Learning with Class Projects

The synthesis activities below incorporate language arts and content learning while reinforcing, expanding, and assessing learning progress. Student presentations are a great way to assess what students learned while on a field trip to the museum. This is also a way to assess what they have learned during your unit of study.

#### 1. Student Specialists

Students choose a topic to focus on during your unit on the Holocaust. As you facilitate and guide their study on the unit, have each student focus on an independent research project. Students compile information from what they learned on the trip and that relates to their topic. Through a pair-share, group-share, a “brain dump” or, more formally, as a PowerPoint, web page, etc., students share their new found knowledge with the class.

#### 2. Student-Prepared Museum Guide

After a student trip to the museum, have students prepare a guide for family and friends who they would like to bring on their second trip to the museum. Include “must see’s” within the museum; the most interesting, powerful, etc.

#### 3. Learning Journals

These can be a collection of student-written and illustrated notes about their field trip experience.

Have student keep a journal about their study of the Holocaust. Prepare questions for students to answer and topics to discuss that are important to them. Have students use illustrations, poems, and other modalities to help guide and assess their understanding of the topics presented in the exhibition(s) toured.

Many students have found that keeping journals when studying about the Holocaust or visiting Holocaust-related museums encourages their own self-understanding.

#### 4. Topic “Quilt”

Create a class quilt that highlights some of the major themes of the Holocaust that were discussed during your field trip. It could be a “Culture Quilt;” a “map” of the world and each student is assigned a different country to collect information on to be inserted on the quilt.



## Suggested Learning Activities

### How to Make a Class Quilt:

Materials:

Ziploc baggies, colored Duct Tape, colored/ designed squares to insert in each baggie.

1. Have the students decorate a 9" x 11" sheet of paper depicting a tradition in their family or culture that they are proud of.
2. Purchase a large box of Ziploc baggies, and 2"- wide colored Duct tape (available at Home Depot). 9.5" x 12" baggies with a colored seal work best.
3. Lay baggies on the floor in the pattern desired for your quilt (We have found that 6 across and 6 down works well for a classroom.
4. Make sure that all baggies open to the floor. Carefully lay duct tape over joint seems. You may use varied colors, or the same color tape. It works best to have a couple of volunteers work together. Do not tape the openings of the baggies. This is how you insert the sheets of precut and designed 9" x 11" paper or fabric squares.
5. Quilt squares can be changed frequently, or remain permanent.
6. You can punch holes in the top two corners to hang on the wall. Keep this up year round and refer to it when appropriate.

### Suggested Writing Prompts

Use the following as starting points to trigger essay writing suggestions.

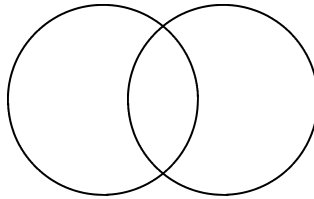
1. There are many times that we have a choice to be a bystander or an upstander. Describe a time when you had this choice, why you chose this role and how it has affected you.
2. Thinking back to your *Upstander Oath* from the Youth Exhibition, explain why you chose that particular oath. Determine what obstacles might deter you from successfully following through and how you can overcome those obstacles.
3. Define the term "global community." Consider what our responsibilities are as members of a global community.
4. Consider the phrase "different and the same." Explain how two people can be different and the same.
5. Define the word "family." Define the word "home." Consider what makes a family a

## Suggested Learning Activities

### Buddy Venn Diagram

1. For this activity, you need one Buddy Venn Diagram for every pair of students. It can be found at <http://home.att.net/~clnetwork/co-op/budvenn.pdf>.
2. Assign partners and distribute the diagrams to each pair.
3. Students write their name above one circle.
4. As a class, prepare a list of questions each will pair will answer. Examples: How many brothers and sisters do you have? Do you share a bedroom? Where were you born? Where were your parents born?
5. As a pair, they answer each question, passing the paper back and forth to write in whether their answers differed or were the same.

**Jonah (Same) Stephanie**



### Flip-Flop Book

1. Give each student one Flip-Flop Book. It can be found and printed out at <http://home.att.net/~clnetwork/co-op/flipflop.pdf>.
2. Have them fold it in half the long way.
3. Students write their name in the large rectangle.
4. Students then cut on the solid lines between each of the four small sections.
5. Next, they pass the Flip-Flop Book around the team and open a flap. Under the flap they write an appreciation statement.
6. Finally, they sign the top of the flap and pass it to the next person. No one may read another team member's statement except the person named on the original Flip-Flop Book.

## Suggested Learning Activities

### Name Tents

1. Give students a 6" x 9" piece of white construction paper and have them fold it in half width-wise to make a "tent" that stands up.
2. Have students write their name on it in fancy letters and decorate it with pictures that tell about themselves.
3. Then they take turns telling about their name tents, which can be hung on their desks, on their cubbies, or can be taken home to be hung on their bedroom doors, walls, desks, etc.
4. Allow them the opportunity to compare this self-portrait to the one they created in the museum.

### Team Talk Activity

1. Divide class into groups of four or five.
2. Create a set of Team Talk cards with icebreaker and get-to-know-you questions that are relevant to their museum visit.
3. The question reader gives his answer first, followed by each team member. At the end of that round, the next person on the team becomes the question reader.

### Team Interview

1. As a class, brainstorm a list of interview questions on the overhead or front board. The list can include anything the students want to learn about each other - favorite foods, birthplace, hobbies, family members, etc.
2. Divide the class into groups of four. Designate one person in each group to stand and be interviewed by their group.
3. The other students take turns asking the interview questions listed on the front board until you call time (about 2 minutes).
4. Then that person sits down and the next person stands. Remind students that they must listen and respect everyone who is talking. Have a "microphone" and explain that only the person holding the "microphone" is allowed to speak.
5. If possible, allow the groups to share with the rest of the class one thing they learned about a classmate. Identify how each of us is different and the same.

## Suggested Learning Activities

### Me Bags

1. Each student receives a small brown paper bag to take home in order to make “Me Bags.” Bags will be filled with five-six items the student feels is representative of his/her identity.
2. Have your own example ready to show. One by one, pull out items that tell about you. Explain what it represents.
3. Assign them the task of decorating and creating their own Me Bags as a take-home assignment.
4. The next day, divide them into groups and have them take turns sharing their Me Bags with the rest of the group.
5. Determine among yourselves which team member will start first (i.e. the person with the shortest hair). Have a “microphone” and say that only the person holding the “microphone” is allowed to speak.
6. After about 2 minutes, instruct them to “rotate” and move to the next student. This will ensure that everyone has a chance to share and to keep them on task.

### 3W Activity

1. Determine a topic to discuss as a class.  
(Choose one or more)
  - The Holocaust
  - Genocide
  - Bullying
  - Upstanders
  - Prejudice
  - Respect
  - Conflict resolution
  - Perseverance
  - Friendship
  - Accepting those who are different
  - Recognizing the similarities in us all
  - Cooperation
  - Identity
  - Behaviors: bystanders, perpetrators, victims, helpers, resisters

blind	determined
<b>rugged</b>	innocent
miraculous	challenged
<b>sweet</b>	<b>disgusting</b>
dazzling	spiritual
<b>hysterical</b>	<b>worried</b>
sacred	broken
high	precious
<b>frustrated</b>	<b>risky</b>

## Suggested Learning Activities

- Using the format below, design a worksheet that students can fill out and determine “what they knew before the visit;” “what they learned during the visit;” and “what they thought after the visit,” similar to a K-W-L table.
  - What I Knew?**
  - What I Learned?**
  - What I Think?**
- Have students take what they listed under each heading and explain the topic chosen above in their own words.

This can be done as a:

- Paragraph
- Poem
- Story
- Letter

# **EDUCATIONAL STANDARDS**



# Educational Standards

## Chicago Reading Initiative

The previous activities would be enriched by a museum field trip and demonstrate the connection to the **Chicago Reading Initiative** – Comprehension (c) fluency (f) word knowledge (wk) and writing (w).

	<b>Word Knowledge</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Writing</b>
<b>What is Included?</b>	<ul style="list-style-type: none"> <li>- Sight Vocabulary</li> <li>- Phonics Analysis</li> <li>- Spelling</li> <li>- Structural Analysis</li> <li>- Word Meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Speed</li> <li>- Oral Reading</li> <li>- Accuracy</li> <li>- Expression</li> </ul>	<ul style="list-style-type: none"> <li>- Types of information to 'find' in text</li> <li>- Information structure</li> <li>- Strategies for constructing meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Purposes</li> <li>- Products</li> <li>- Processes</li> <li>- Audiences</li> </ul>
<b>How does it Change?</b>	<ul style="list-style-type: none"> <li>- From word recognition to word meaning</li> <li>- Phonics ends by 3<sup>rd</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>- Text difficulty increases</li> <li>- Less repetition to fluency</li> <li>- More self correction</li> </ul>	<ul style="list-style-type: none"> <li>- Text difficulty increases</li> <li>- Text length increases</li> <li>- Greater individual control</li> </ul>	<ul style="list-style-type: none"> <li>- Text difficult y increases</li> <li>- More distant/ abstract audiences</li> <li>- Greater individual control</li> </ul>
<b>How much In-structional time?</b>	<b>Word Knowledge, Fluency, Comprehension, and Writing should be integrated throughout the two-hour block of instructional time.</b>			
<b>Common Mistakes?</b>	<ul style="list-style-type: none"> <li>- Lack of individual drill</li> <li>- Too much phonics</li> <li>- Too much spelling</li> <li>- No applications or too workbook dependent</li> </ul>	<ul style="list-style-type: none"> <li>- Only silent reading</li> <li>- Round robin oral reading</li> <li>- Too much choral reading</li> <li>- No emphasis at all</li> </ul>	<ul style="list-style-type: none"> <li>- Only using stories</li> <li>- Material that is too difficult</li> <li>- Too narrow a range of responses</li> </ul>	<ul style="list-style-type: none"> <li>- Not teaching at all</li> <li>- Lack of revision</li> <li>- No authentic purposes for writing</li> <li>- Not reading student's writing</li> </ul>

Table 1: Reading Instruction Framework. Courtesy of Chicago Public Schools



## Educational Standards

### Illinois Writing Rubric

You may use a formal rubric for evaluation of the projects and activities included in this Field Trip Guide. However, the **Illinois Writing Rubric** is adaptable, as well, to analyze the effectiveness with which students complete the assignments and activities.

**Focus:** Is the work clearly focused on one topic, theme, or main idea?

**Organization:** Is the structure of the work clear and logical?

**Support:** Do the students provide appropriate information and examples?

**Integration:** Does the work fit together coherently?

### Social/Emotional Learning (SEL)

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."

# Educational Standards

## Social Emotional Learning Standards

### Goal 1:

**Develop self-awareness and self-management skills to achieve school and life success.**

#### Why this goal is important:

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Learning Standard	Early Elementary	Late Elementary
<b>A. Identify and manage one's emotions and behavior.</b>	<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.	<b>1A.2a.</b> Describe a range of emotions and the situations that cause them.
	<b>1A.1b.</b> Demonstrate control of impulsive behavior.	<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.
<b>B. Recognize personal qualities and external supports.</b>	<b>1B.1a.</b> Identify one's likes and dislikes, needs and wants, strengths and challenges.	<b>1B.2a.</b> Describe personal skills and interests that one wants to develop.
	<b>1B.1b.</b> Identify family, peer, school, and community strengths.	<b>1B.2b.</b> Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	<b>1C.1a.</b> Describe why school is important in helping students achieve personal goals.	<b>1C.2a.</b> Describe the steps in setting and working toward goal achievement.
	<b>1C.1b.</b> Identify goals for academic success and classroom behavior	<b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.

## Educational Standards

### Goal 2:

**Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

**Why this goal is important:** Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Late Elementary
<b>A: Recognize the feelings and perspectives of others.</b>	<b>2A.1a.</b> Recognize that others may experience situations differently from oneself.	<b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.
	<b>2A.1b.</b> Use listening skills to identify the feelings and perspectives of others.	<b>2A.2b.</b> Describe the expressed feelings and perspectives of others.
<b>B: Recognize individual and group similarities and differences.</b>	<b>2B.1a.</b> Describe the ways that people are similar and different.	<b>2B.2a.</b> Identify differences among and contributions of various social and cultural groups.
	<b>2B.1b.</b> Describe positive qualities in others.	<b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.
<b>C: Use communication and social skills to interact effectively with others.</b>	<b>2C.1a.</b> Identify ways to work and play well with others.	<b>2C.2a.</b> Describe approaches for making and keeping friends.
	<b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.	<b>2C.2b.</b> Analyze ways to work effectively in groups.
<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	<b>2D.1a.</b> Identify problems and conflicts commonly experienced by peers.	<b>2D.2a.</b> Describe causes and consequences of conflicts.
	<b>2D.1b.</b> Identify approaches to resolving conflicts constructively.	<b>2D.2b.</b> Apply constructive approaches in resolving conflicts.

## Educational Standards

### Goal 3:

**Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

**Why this goal is important:** Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.

Learning Standard	Early Elementary	Late Elementary
<b>A: Consider ethical, safety, and societal factors in making decisions.</b>	<b>3A.1a.</b> Explain why unprovoked acts that hurt others are wrong.	<b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.
	<b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.	<b>3A.2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.
<b>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	<b>3B.1a.</b> Identify a range of decisions that students make at school.	<b>3B.2a.</b> Identify and apply the steps of systematic decision making.
	<b>3B.1b.</b> Make positive choices when interacting with classmates.	<b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
<b>C. Contribute to the well-being of one’s school and community.</b>	<b>3C.1a.</b> Identify and perform roles that contribute to one’s classroom.	<b>3C.2a.</b> Identify and perform roles that contribute to the school community.
	<b>3C.1b.</b> Identify and perform roles that contribute to one’s family.	<b>3C.2b.</b> Identify and perform roles that contribute to one’s local community.

[http://www.isbe.state.il.us/ILS/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ILS/social_emotional/standards.htm)

