

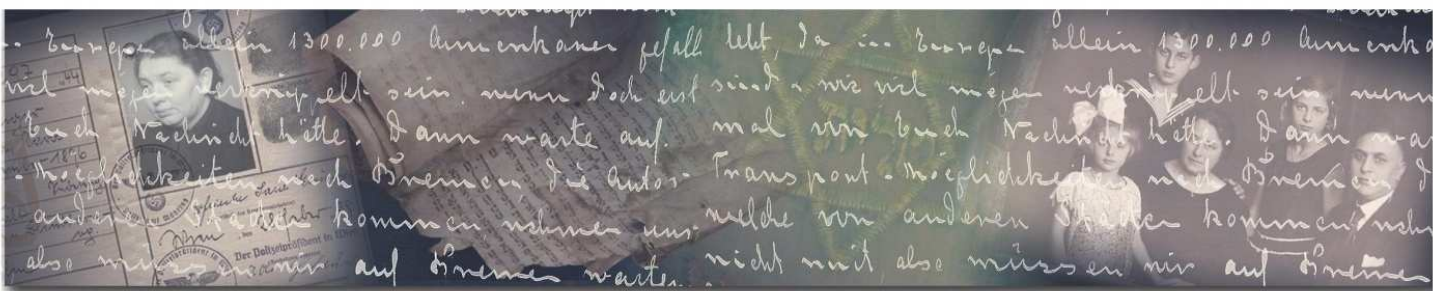


# Field Trip Pre-Visit Packet

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 is designed to assist in preparing 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. If we succeed, students will leave with more questions than answers, as well as a desire to learn more.



## Museum Information

### Illinois Holocaust Museum & Education Center

9603 Woods Drive, Skokie, IL 60077

<b>Main Office</b>	847.967.4800
<b>School Groups</b>	847.967.4848
<b>Fax</b>	847.967.4839
<b>Email</b>	<a href="mailto:schoolgroups@ilhmec.org">schoolgroups@ilhmec.org</a>
<b>Website</b>	<a href="http://www.ilholocaustmuseum.org">www.ilholocaustmuseum.org</a>

## Operating Hours

<b>Monday – Friday</b>	10:00AM – 5:00PM
<b>Thursday Evening</b>	5:00PM – 8:00PM
<b>Saturday &amp; Sunday</b>	11:00AM – 4:00PM
<b>Administrative Offices</b>	9:00AM – 5:00PM (Monday – Friday)

*The Museum opens early for registered field trip groups at 9:00AM, Monday through Friday.*

## Field Trip Attendance Fees

<b>Students, Grades 3-12</b>	\$5
<b>Chaperones up to 10:1 Ratio</b>	Free
<b>Medically Necessary Aides</b>	Free
<b>Adults above 10:1 Ratio</b>	\$10

## General Admission

<b>General Admission*</b>	\$10
<b>Seniors (65+)</b>	\$6
<b>Students (12-22)</b>	\$6
<b>Children (5-11)</b>	\$5

*\*Free with Museum membership, except for scheduled, docent-led field trips and adult group tours.*



### Group Contact

Your "Group Contact" is the person who made your reservation and is responsible for coordinating your trip. This person received a field trip confirmation letter after booking the trip. It is very important that the group contact designate a group coordinator if s/he is not making the trip and review the Pre-Visit Packet with each chaperone.

### Payment

Remember that a \$50 deposit is due within 15 business days of receiving your field trip confirmation, or immediately if your field trip date is less than three weeks away. You may call in credit card information to 847.967.4848 or mail in a check.

You are always welcome to pre-pay for your field trip. Payments should be mailed to:

IHMEC  
Attn: Field Trips  
9603 Woods Drive  
Skokie, IL 60077

### Changing Field Trip Plans

Changes to your date or time 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. Letters can be mailed to the Museum or faxed to 847.967.4839. *Changes **will not** be accepted by phone or email.*

### Pre-Tour Conversation with Docent

The week before your tour, a Museum docent (tour guide) will call you to confirm your field trip and gather background information. Docents are not able to accept or handle any changes you request. These requests must be submitted in writing to the Education Department.

### 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.

### Small Groups

Please divide your students into small groups before your field trip according to the chart below. (Groups should be 20 or less depending on total number of students.) Assigned groups should travel on the same bus, if possible.

Please be sure that each group is labeled by color shade:

Number of Students	Number of Small Groups	Color
10-20	1	Red
21-40	2	Orange
41-60	3	Yellow
61-80	4	Green
81-100	5	Blue
101-120	6	Purple

## Nametags

Please have each student and teacher/chaperone wear a name tag that identifies each individual by first name, small group color, and school. Name tags should be printed in a large, legible font so that Museum staff and volunteers can direct your group where they need to go easily and efficiently, and engage each participant by name during their tour.

## Lunches

Groups that have reserved lunchroom space as part of their field trip should bring student lunches in disposable paper or plastic bags. To speed up the security process and keep you from carrying lunch boxes around the Museum, please **do not** bring hard or reusable lunch boxes.

When you arrive, your lunches will be “dropped off” and brought to our Student Dining Hall by Museum staff. Remind students (and parents) that they will not have access to their lunches during their tour and should keep any important or valuable items with them or their chaperone at all times (such as glasses, inhalers, medicine, etc.).

Please label each individual student lunch with student name, small group color, and school. Put these lunches in cardboard boxes or bags by small group, also labeled with the small group color and school name.

## Chaperones

The Illinois Holocaust Museum & Education Center requires one chaperone, 18 or older, for every ten (10) students. These chaperones are admitted free of charge with the school group. Additional chaperones over the 1 to 10 ratio will be charged regular adult admission at \$10. Medically necessary aides accompanying special needs students, over and above the 1 to 10 ratio, are also 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 and assisting docents in keeping their group together when needed.

Remember that chaperones are admitted for free in order to help manage your students. While we hope chaperones enjoy their Museum experience, your field trip is not a time for them to explore the exhibits on their own. Again, chaperones should stay with and focused on your students at all times. They are welcome to return individually to get a full Museum experience.

Please assign chaperones to groups prior to arrival.

Please read and distribute to all chaperones the “Chaperone’s Guide to a Great Visit.”



IHMEC: Rucksack (courtesy of Boris Kacel); Jewish Stars (courtesy of Rudi Lorf / courtesy of Milton Kohn / courtesy of Sabine and Harry Posmantier); Suitcase (courtesy of Mr. and Mrs. Michael G. Strauss); Child's dress (in memory of Cantor Leopold Fleischer and family)

### 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.

**If arriving by bus, please stay on the bus until a Museum representative gets onto the bus to greet you. 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. Drivers are welcome to tour the Museum but must pay regular \$10 admission.

### Check-In

The group contact should present their confirmation letter at the Admissions window and pay any balance due. To facilitate a smooth check-in, please have all payments collected and total number of chaperones and students counted prior to your arrival. Payments can be made with a credit card (MasterCard, Visa, Discover, or AMEX), check or cash (large bills only). Checks 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.

Please remember that group size is final after the field trip is confirmed. The Museum has limited field trip slots and space, and therefore we **do not** offer refunds or balance due adjustments for absentees or reduced after the reservation form is submitted.

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

### Security

All visitors must pass through metal detectors and have their belongings scanned. 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, including student cell phones whenever possible. (Teachers/chaperones may bring cell phones 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.

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

Pencils, pens, and writing tools of any kind are not to be brought into the Museum. In addition, we ask that teachers/chaperones do not distribute field trip activity sheets to be completed during their tour. If pen, pencil and paper are needed by your group for a Museum-approved activity, these items will be provided by IHMEC staff or volunteers.



Won-Chul Jung - The Testimony (portraits of comfort women) 20 images in series (counted as 16 works)

### Policies

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

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

### Speaker

As part of your students' field trip experience, IHMEC will make every effort to provide students in grades 6-12 with a special and powerful educational experience: an opportunity to hear from a first-hand eyewitness after your tour.

Eyewitness presentations are 30 minutes plus 10 minutes for 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 his/her 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.

We ask that you do preparatory work with your class to ensure that your students are respectful and appreciative. Students should understand that although much time has elapsed since these events, the speaker may still find it painful to relate such intensely personal experiences.

Ensure that your students already have a secure grounding in the history of these events. The opportunity to meet witnesses should not be used primarily to transmit the historical events of the period—for the most part these individuals are not trained historians or teachers, nor might their experiences be "typical" of the majority of people during the Holocaust. Instead, your students will have the rare privilege of meeting someone who witnessed and experienced these events firsthand and listening to their unique, personal testimony.

Encourage your students to ask the survivor not only about his or her experiences during the Holocaust, but also about life before and after, so that they get a sense of the whole person and of how the survivor has tried to live with his or her past.

Although it is not possible to generalize from one person's story, meeting a Holocaust survivor, rescuer, or liberator can make these historical events more real to your students, reinforcing that this tragedy befell ordinary people.



Anna Bialobroda- Sport, 1994; Simon Norfolk- The empty streets of Kigali after the genocide, from *For Most Of It I Have No Words: Genocide, Landscape, Memory.*; Ivan Sagita- Moving to Another Dimension (Waiting for Death), 1999; Pélagie Gbaguidi-From the series *The Shroud*, taken at Mauthausen concentration camp

### Legacy Shop

We have a variety of youth-appropriate books and gift items that students will be interested in purchasing. Students are welcome in the Museum's Legacy Shop following their scheduled field trip, as long as they are accompanied by the required ratio of adults (1 to 10). 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. Please do not allow more than 10 students to visit the Shop at a time.

### Bus Pick-Up

Buses/Vans are not to pull up in front of the "light side" museum exit 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.

## Additional Policies

### Call If You Will Be Late

If you are delayed or running late for any reason, please call us at 847.967.5102 to allow our staff to plan accordingly. If you 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 you arrive more than 20 minutes late, your field trip will be abbreviated due to scheduling considerations. Please arrive on time to experience all we have prepared for you.

### Weather

If your group is unable to travel to the Museum due to extreme weather conditions, please call us at 847.967.4848 or 847.967.5102 as soon as possible. We will make every effort to reschedule your visit, based on availability.

## Exhibitions

**The Karkomi Permanent Exhibition** is recommended for visitors 12 and above. It is a chronological historical exhibition that explores the period of history known as the Holocaust. The exhibition is guided by Midwest survivor voices and over 500 artifacts.

**Make a Difference: The Miller Family Youth Exhibition** is designed for young people ages 8 to 11. Visitors of all ages and learning levels are encouraged to think about different ways they can become more actively involved in their local and global communities. Through discussing the universal lessons of the Holocaust and genocide, this exhibition is an introduction to the language and themes explored in the Karkomi Permanent Exhibition. It aims to show students the power of one voice in combating indifference and taking a stand for positive change. The exhibition will also help visitors explore what it takes to care for themselves and others and to speak up for those being bullied or treated unfairly.

**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.

**Temporary/Special Exhibitions.** Throughout the year, the Museum will be home to temporary and traveling exhibitions from various national and international institutions. As these are changing exhibitions, we hope that depending on their content and nature, teachers will use their discretion about whether it is age-appropriate for their students.

A field trip to a Holocaust museum requires serious preparation, active participation, and follow-up activities.

These activities should have a clear emphasis on learning the history of the Holocaust, but can be enriched by interdisciplinary approaches. Educators should consider how field trips are integrated in the broader scheme of classroom work. A visit to the Illinois Holocaust Museum & Education Center cannot stand alone.

- A visit to IHMEC should not be considered in and of itself to be sufficient in a study of the Holocaust. The educator must be clear about the aims of a visit to the Museum. How will it complement, extend, and develop classroom work?

Learning about the Holocaust, which is a complex and difficult subject, is an educational process. Although field trips can greatly enhance the students' educational experience, visiting a Holocaust museum cannot replace full history lessons.

- It is essential that the visit be carefully planned and that the educators contact the site for advice when preparing for the visit. Ideally, educators will make a preliminary visit and/or attend teacher training workshops related to bringing students on a field trip to the site.

The Illinois Holocaust Museum & Education Center offers a number of teacher training workshop and institutes throughout the year in order to enrich educators who are interested in gaining a deeper understanding of the Holocaust and/or genocide. For more information about professional development workshops offered at the IHMEC, please visit our website at [www.ilholocaustmuseum.org](http://www.ilholocaustmuseum.org).

Visiting a Holocaust museum can be an educationally meaningful and emotionally charged experience for visitors of all ages. It is the duty of the educator to be aware that s/he may be exposing students to strong emotions and to take this into account when structuring the visit. Students ultimately cannot always prepare themselves for what they will see and feel. These visits, which in effect make textbooks come alive, can have more impact than studying the subject in the classroom.

Students often believe that their teachers have expectations about their behavior. However, teachers need to recognize that a lack of crying and/or laughter should not deter them from taking groups in the future or dealing with their group during the visit. It is important for both students and teachers to realize that there is no one way to react when visiting a Holocaust museum.

- The opportunity to view original artifacts can stimulate interest, motivation, and learning and can provide a direct and tangible link to people in the past that is difficult to replicate in the classroom.
- The role of the teacher/chaperone during a visit to the museum is paramount, even though s/he will not guide his/her students on the premises.

Communicating with your group's lead docent when they call prior to your visit is advisable whenever possible. Teachers should accompany their classes to create a stable learning environment in order to ensure that their students behave in an appropriate manner during their visit. (Please review the enclosed Chaperone Policy.)

- The educator should encourage discussion and reflection at the site as an integral part of the visit, providing space and time to make this possible.

### **Memory is a conversation.**

Educators are the brokers in this conversation,  
steering the educational process about what students learn at the Museum.

## Guidelines for Field Trips: Post-Visit Follow-Up

Follow-up work should focus on responding to questions raised by your students as a result of the field trip and help them place what they have learned during the visit into a broader context.

The further we get from the times of the Second World War, the greater the significance of education at museums and memorial sites. This is especially important for the younger generation, whose knowledge and sensitivity are taking shape. For the succeeding generations born after the war, the history of half a century ago is so distant that young people cannot identify with it the way their parents or grandparents did.

Visits to the Museum and accompanying educational efforts have great potential for shaping the attitudes of young people. They can be taught the dangers of hatred, prejudice, stereotypes, and indifference, and be shown that it is possible to stand up and speak out in their own world today.

*Guidelines for Study Trips to Holocaust-Related Authentic Sites and Non-Authentic Sites (Museums, Memorials, and Centers)*, Task Force for International Cooperation on Holocaust Education, Remembrance, and Research.

## Resources

**The Brill Family Resource Center** 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, DVDs, unpublished memoirs, and other printed material.

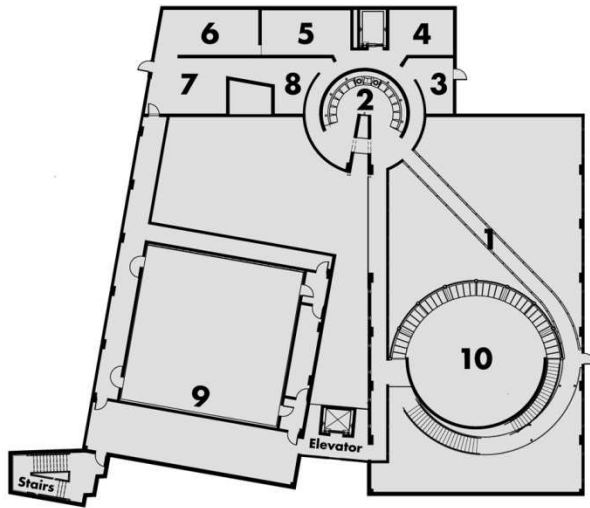
**The Miller Interactive Library** has sixteen computers connected to the Internet and is open to visitors for investigation, exploration, and research. The Shoah Visual History testimonies are available for visitors to view Midwestern Holocaust survivors who participated in Shoah Foundation interviews.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

**Please refer to our website at [www.ilholocaustmuseum.org](http://www.ilholocaustmuseum.org) for a thorough collection of pre- and post-visit teaching resources and activities.**

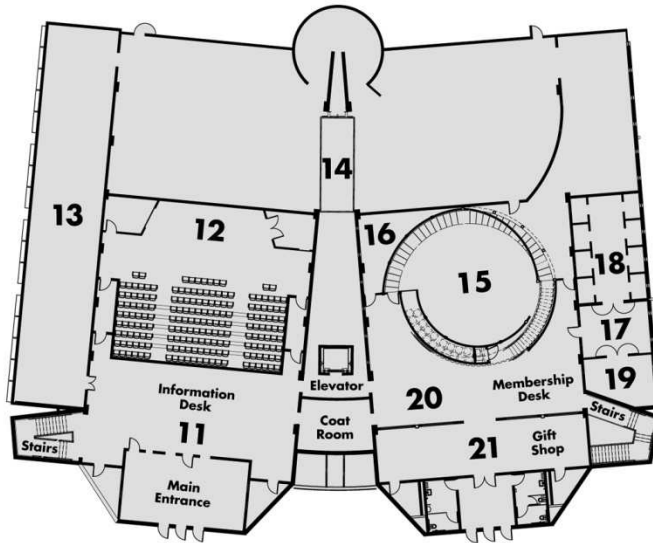


IHMEC: False Identification Card (courtesy of Aline Wintergreen. False, Polish identification card issued to Alina Eva Kozłowska (Alina Haspel Wintergreen) on July 23, 1943, Warsaw, Poland. Alina posed as a Polish Catholic throughout the war); Child's Coat (courtesy of the Lipman family. Child's coat with velvet cuffs and collar from Majdanek, Poland, circa 1945); Children's Book (courtesy of Johanna Starkopf Brainin and Garry Brainin. Kindergarten reading book used by Johanna Brainin in Feldafing displaced persons' camp, Germany, circa 1945); Lodz Ghetto Work Permit (courtesy of Stanley Chencinski, Abram Chen and Rachel Oz. Lodz Ghetto work permit issued to Margola Checinska dated July 2, 1943, Litzmannstadt, Germany. It notes her trade as knitting fabrics).

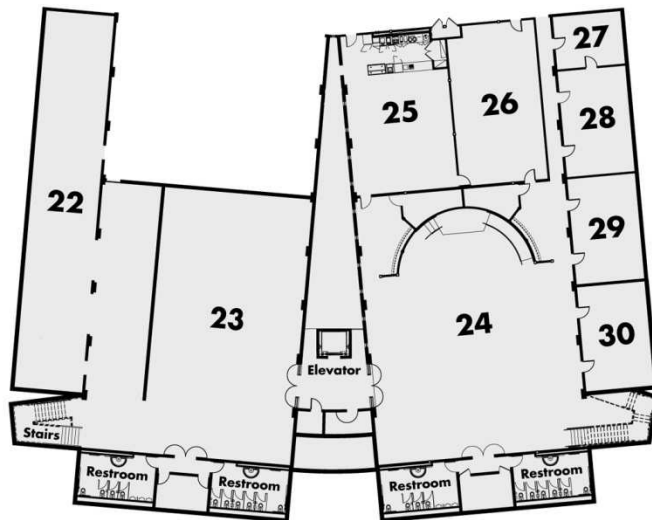
**SECOND  
 FLOOR**



**FIRST  
 FLOOR**



**GROUND  
 LEVEL**



**MAP LEGEND**

- 1 Pathway to Remembrance
- 2 Room of Remembrance
- 3-8 Legacy of Absence Galleries
- 9 Auditorium Balcony
- 10 Pritzker Hall of Reflection
- 11 Harris Family Foundation Lobby
- 12 Goodman Auditorium
- 13 Karkomi Permanent Exhibition
- 14 German Rail Car
- 15 Pritzker Theater
- 16 Survivor Lounge
- 17 Brill Family Resource Center
- 18 Miller Interactive Library
- 19 Lachman Reading Room
- 20 Feis Family Lobby
- 21 Legacy Gift Shop
- 22 Miller Youth Exhibition
- 23 Special Exhibitions Gallery
- 24 Museum Hall
- 25 Reflections Café
- 26 Student Dining Room
- 27 Northern Trust Volunteer Lounge
- 28 Rowe Classroom
- 29 Zemsky Classroom
- 30 Cooper Classroom

# Field Trip Checklist

Have you...

- Pre-divided your students into small groups, labeled by color shade? (Use chart provided, p. 3)
- Printed a nametag for each student and chaperone, labeled with small group color, in a large, visible font?
- Packed individually labeled brown-bag/disposable lunches into boxes by small group, labeled by color shade?
- Prepared payment in the form of one credit card, check, or cash (large bills only)?
- Copied and distributed the "Chaperone Guidelines" for every teacher/chaperone participating in your field trip?

We encourage students to shop in the Museum's Legacy Shop following their trip, where they can purchase a memento related to their field trip experience. We have a variety of youth-appropriate books and gift items that students will be interested in purchasing.