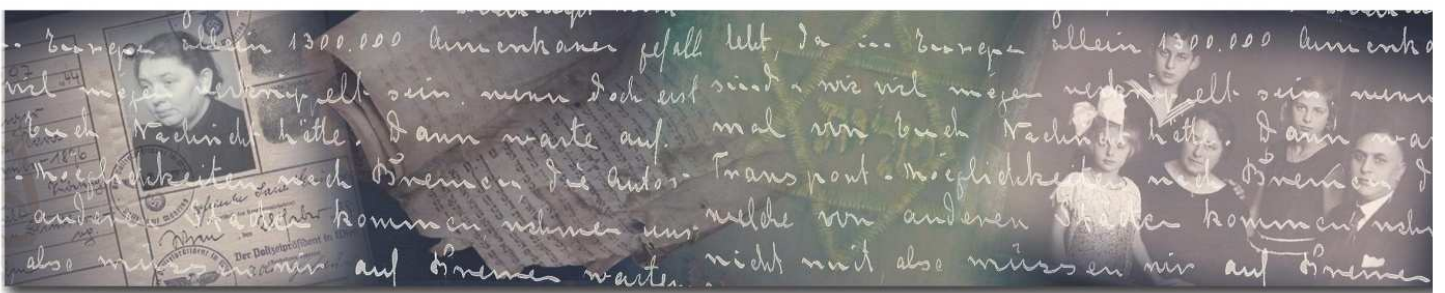


Visiting the Illinois Holocaust Museum & Education Center:

Suggested Learning Activities and Educational Standards

Grades 3-6



The following activities have been developed for you to use before a trip to the Illinois Holocaust Museum & Education Center. The more prepared students are for what they will see, read, and hear, the more they may gain from their visit to the Museum. These activities will draw out prior knowledge, provide avenues for a more in-depth study and review, and incorporate reading and writing strategies.

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

Suggested Learning Activities

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

PRE-VISIT

Part One (What I Know)

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 exhibition(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:

- 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
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 (What I Want to Know)

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 think about the questions they have written down. Part Three (What I Learned) can be completed after your return.

EXAMPLE: BULLYING

K: What I Know	W: 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

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 likely leave the museum with the opportunity to reflect and de-brief; however, it is also beneficial to have time allotted afterward to discuss the field trip in the classroom. Reflecting on experiences they had on the field trip will help students process the information they gathered during the visit.

Part Three (What I Learned)

1. Allow time for students to look over the already completed two parts of the K-W-L.
2. Have students take three minutes to write under the proper 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).
3. Ask students to compare what they listed in the Know column.
4. Have students share what they learned and correct anything needed in the Know column on their sheets.

EXAMPLE: BULLYING

K: What I Know	W: What I Want to Know	L: What I Learned
Feelings are hurt	Why do people bully?	People bully for lots of reasons, but it is NEVER okay to bully someone
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 an adult and tattling	Sometimes telling on someone is a good idea

3E Activities: Explore, Examine, Extend

EXPLORE: Brainstorm ahead of time a list of questions about the Holocaust and character education that are rolling in your head. Ask your students to do a similar 'brain dump.' Have students identify what they found interesting at the Museum or what they want to know more about.

EXAMINE: Investigate what was in the exhibition(s) and how this can help answer some of the questions from above.

EXTEND: Begin independent research projects on topics that interested them, the 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 for a Holocaust museum to include a youth exhibition about making a positive difference in one's community.

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? What does that mean for how I define my role in 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. Structure a discussion around the topic or theme as students 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.)
 - 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).

EXAMPLE:

General	Topic
Conclusion	

3. Explain that in the top left corner, their group should 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. This will allow for all the students to review the films from different angles and perspectives.

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, 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 about if you were a docent.

The “Big Question”

1. As you (the teacher) reflect on your field trip, identify what the “Big Question” or focus for this trip was for you as an educator. For some, it is how students can 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 21st 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.
 - 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:

What did you see that was interesting?	Why was it interesting?	What challenges were presented to you?	How did you handle the challenges?
<i>Take a Stand</i>	I was directly involved and engaged in the activity.	Controlling the actions of the frogs; 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 group.

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.

Expand and Assess Learning with Class Projects

The synthesis activities below incorporate language arts and content learning while reinforcing, expanding, and assessing learning progress. Most of the activities below incorporate student presentations. Presentations are not only a great way to assess what students learned while on a field trip to the Museum, but also a way to assess what they have learned during your unit of study.

Student Specialists

Students choose a topic to focus on during your unit on the Holocaust or character education. As you facilitate and guide their study on the unit, each student focuses 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 newfound knowledge with the class.

Student-Prepared Museum Guide

After a student trip to the Museum, students prepare a guide for family and friends who they would like to bring on their second trip to the Museum. Include "must sees" within the Museum – the most interesting, powerful, etc.

Learning Journals

Students keep a journal about their study of the Holocaust and prejudice reduction. Teachers can prepare questions for students to answer and topics to discuss that are important to them. Students can 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 these subjects or visiting a Holocaust museum encourages their own self-understanding.

Topic Quilt

Create a class quilt that highlights some of the universal lessons of the Holocaust that were discussed during your field trip. It could be a "Culture Quilt" – a "map" of the world, where each student is assigned a different country to collect information on to be inserted on the quilt.

HOW TO MAKE A CLASS QUILT:

Materials: Ziploc-type baggies, multicolored Duct Tape

1. Have the students decorate an 8.5" x 11" sheet of paper depicting a tradition in their family or culture that they are proud of.
2. Lay baggies on the floor in the pattern/size desired for your quilt, like laying a tile floor. (Six across and six down works well for an average classroom size.) Make sure that the openings of all the baggies face the same direction.
3. Carefully tape the edges of the bags together in order to connect squares of the quilt, creating a border around each bag. *Be careful not to tape the openings of the baggies shut.* (You are only taping one side of the baggies; you should still be able to use the zippers.)
4. Insert the students' decorated squares into the openings of the individual baggies and zip each bag shut.
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 when we have the choice to be bystanders or upstanders. Describe a time when you had this choice, why you chose this role, and how it affected you.
2. Thinking back to your Self-Portrait Rubbing (created during your visit to the Miller Family Youth Exhibition), explain why you chose to include each particular word.
3. Define the term "global community." Consider what our responsibilities are as members of a global community. Determine what obstacles might deter you from following through with some of these responsibilities. How can you overcome those obstacles?
4. Discuss the words you chose with another classmate. Consider the phrase "different and the same." Do the words each of you chose highlight how two people can be different and the same?
5. Define the word "family" and the word "home." Consider what makes a family a "family" and what makes a home a "home."

Buddy Venn Diagram

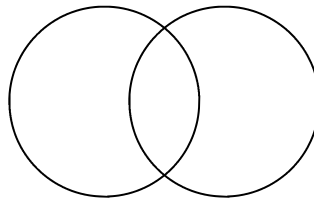
For this activity, you need one Buddy Venn Diagram for every pair of students. It can be found at <http://home.att.net/~clnetwork/co-op/budvenn.pdf>.

1. Assign partners and distribute the diagrams to each pair.
2. Have students write their name above one circle.
3. 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?

4. As a pair, students 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.

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 may have created in the Museum at the Make a Difference Collage computer kiosks.

Team Talk Activity

1. Divide the class into groups of four or five students.
2. Using their Self-Portrait Rubbing created during their museum visit, have students ask get-to-know-you questions with other members of their group.

EXAMPLES: "Why did you decide to rub the word, 'leader?'"
"It says you are a 'sister.' Are you an older or younger sister?"

Team Interview

1. As a class, brainstorm a list of interview questions on the overhead projector 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 time runs out (about 2 minutes).
4. The first 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" and the person being interviewed are allowed to speak.
5. If possible, allow the groups to share with the rest of the class one new thing they learned about a classmate. Identify how each of us is different and the same.

Me Bags

1. Each student receives a small brown paper bag to take home in order to make "Me Bags." Bags should be filled with five to six items the student feels is representative of his/her identity.
2. Have your own example ready to show, and explain what your items represent.
3. Assign students the task of decorating and filling their own Me Bag as a take-home assignment.
4. The next day, divide them into groups and ask for volunteers in each group to share their Me Bags with the rest of the group. It is best to avoid forcing students to share their bags.

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

2. 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?

3. Have students take what they listed under the “Think” heading and explain their thoughts about the topic chosen above in a different format. This can be done as a:
 - Paragraph
 - Poem
 - Story
 - Letter

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).

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

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

Illinois Writing Rubric

You may use a formal rubric for evaluation of the projects and activities included in the packet of Suggested Learning Activities. 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."

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

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

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

Source: http://www.isbe.state.il.us/ILS/social_emotional/standards.htm