ILLINOIS HOLOCAUST MUSEUM
& EDUCATION CENTER

TAKE A STAND CENTER





DOCENT TOUR GUIDE





Updated – March 2018

MEETING THE CHALLENGE – *Take A Stand Center*

Since today's young people are likely the last generation to hear Holocaust Survivor stories firsthand, capturing and preserving these stories now is an educational and moral imperative. Survivors' stories personalize and humanize difficult history and help today's generations develop empathy, learn the dangers of indifference, and recognize their responsibility to engage in civic activities.[1]

Moreover, today's global world events demand that individuals have concern for the rights and welfare of others. That they act with ethics and courage when confronted with a wrong or when they believe strongly in an important social issue. That they be inspired to have interest in the world around them and have the tools to contribute personally to civic and political action.

The *Take a Stand Center* offers a unique site-specific exhibition that combines human and civil rights issues with civic engagement lessons and practice. The exhibition is designed to support students' intellectual growth and to position them to: understand lessons of the past; identify societal issues today; develop robust investigations into pressing social issues; consider possible solutions and consequences using new knowledge and tools; communicate and act upon what they learn; and empower them to put their passions and skills to work throughout their lives.

A MESSAGE TO OUR DOCENTS – *Take A Stand Center*

The exhibition includes the ground-breaking **Abe & Ida Cooper Survivor Stories Experience**, featuring interactive holographic technology; **Goodman Upstander Gallery**, highlighting 40 change-makers working toward civil, social, economic, health and environmental rights; civics-focused **Take A Stand Lab**, exploring how to raise awareness, give, advocate, and participate; and **The Act of Art Gallery,** stimulating the idea of citizen artistry as a response to human rights issues. The historical context of the Holocaust and the establishment of the Universal Declaration of Human Rights provides visiting classes with a framework, building upon the lessons of these key events of the past, better informing and shaping their future. During the tour, students should

[1] Tec, Hechama. 2003 "Using Testimonies for Researching and Teaching about the Holocaust." *Dimensions, a Journal of Holocaust* Studies. Vol 17. No.1: Spring.

explore the galleries with your guidance, and discuss with one another the human rights issues that are already important to them as well as others that they many not think about as often.
The tour should encourage students to gain a deeper understanding of how they can take action – individually or as a group - compiling a personalized to-do list including resources and related links which they can email to themselves to utilize back at school or at home, such as templates for petitions or letters to elected officials.

The tour should allow for plenty of processing and questioning, with the hope that students will feel comfortable sharing their ideas and talking through the content.

Ultimately, we hope that students will leave the *Take A Stand Center* with their eyes opened and their hearts inspired to take a stand for humanity, and live a life of action. If we succeed, we have worked toward the education of the whole student - one who leaves with more questions than answers, a desire to learn more, culturally aware, civically engaged, and empowered to move from KNOWLEDGE→INSPIRATION→ACTION!

EXHIBITION GOALS FOR STUDENTS

- Develop informed critical thinking and problem-solving skills by transforming history into lessons for today, inviting students to discuss the power of choice, responsibility, citizenship, and human rights, and to discover what influences our decisions to act as bystanders or Upstanders in response to inhumanity.

- Apply historical knowledge to real and relevant problems today. Connect the history and lessons of the Holocaust with other modern genocides and human/civil rights issues locally, nationally, or around the world

- Increase historical empathy and civic engagement by empowering students to take a stand for themselves and on behalf of others while motivating students to take informed, constructive, collaborative, and positive action in their community and around the world.

TOUR ROTATION & LOGISTICS

- **Expect your TAS tour take a minimum of 2 to 2.5 hours.** Visits begin at 9:45 am Monday through Sunday.
- **Maximum size of group is 100 per tour.** Teachers will be asked to divide their students into **groups of 16-18 prior** to arriving at the Museum, and **secure one chaperone** for every ten students.
- **Photography is allowed** inside the Take A Stand Center exhibition.
- **Pens of any kind are not allowed** in the exhibition areas. Only pencils are allowed.

Your tour may begin the experience in any of the four main galleries:

- Abe & Ida Cooper Survivor Stories Experience
- Goodman Upstander Gallery
- Take A Stand Lab
- Act of Art Gallery

Tour cards should always be taken in ascending order from 1-6, please see the below chart for details/breakout.

# of Students	# of Docents	NDT Showing
0-17	1	1st
18-34	2	1st
35-51	3	1st
52-68	4	2nd
69-85	5	2nd
86-100	6	2nd

BACKGROUND & *TAKE A STAND* OVERVIEW

Abe & Ida Cooper Survivor Stories Experience



Learning Fritzie's story was educational, inspiring, touching, powerful, and life–changing. The theatre experience truly lived up to and beyond my expectations. I barely know how to describe it because of how amazing it was. After the presentation, I was absolutely speechless.

-8th grade student, St. Paul of the

Years from now, long after the last Holocaust Survivor has passed on, their stories will survive thanks to *New Dimensions in Testimony*, groundbreaking interactive technology, developed by USC Shoah Foundation's New Dimensions in Testimony program, in association with Illinois Holocaust Museum.

The Museum is the first in the world to employ this technology in a permanent exhibition space, using three-dimensional holographic display.

Students will meet a virtual Holocaust Survivor at the Museum's *Abe & Ida Cooper Survivor Stories Experience* holographic theater, where high-definition holographic interview recordings paired with voice recognition technology enables actual Survivors to tell their deeply moving personal stories and then respond to questions from the audience, inviting one-on-one 'conversation.'

17 Survivors from around the world have been through the rigorous recording process, 7 from the Chicagoland area. The seven from Chicago include Aaron Elster (Lincolnshire), Fritzie Fritzshall (Buffalo Grove), Sam Harris (Kildeer), Janine Oberrotman (Lincolnwood), Adina Sella (Chicago),



Israel Starck (Chicago), and Matus Stolov (Evanston). Students will experience one of the seven Chicago survivors, or Pinchas Gutter (Toronto) listed above during their tour. (*See Docent Website for bios* https://www.ilholocaustmuseum.org/docent-information/docent-resources/)

Each of the participating survivors spent several days in a Los Angeles studio answering up to 2,000 questions about their Holocaust experiences, and related issues, while being filmed by more than 50 cameras.

Examples of questions asked include: "What did people do in the camps?", "How did you retain your faith in humanity?", "Do you have any regrets?", and "When you think about what happened to your family, how do you feel?" Additional questions that are tailored to the specific experiences of an individual survivor address issues of gender and nationality, different survivor experiences, antisemitism, morality, and the realities of life in a camp or hiding. (*See Docent Website for Top 10 questions for each of the above 8 survivors)*

The theater schedule is confirmed in advanced and schools cannot select which survivor they wish to hear from. Schools are encouraged to check with the Museum in advance of their visit to confirm which survivor their group will hear from during their tour.

Each theater experience lasts around 45-50 minutes, including a 5-8 minute introductory film which will orient the audience to the Survivor's Holocaust story and provide the context needed to inform the audience on what questions they might ask of the Survivor. A theater facilitator will then elicit questions from students that they would like to ask the Survivor. The Q&A portion of the experience typically lasts 30-40 minutes, followed by a docent-led reflection and de-brief. Asking questions of the Survivor allows students to be active participants in their learning and develop important communication and critical-thinking skills. This engagement–driven by curiosity - imparts an awareness of the Holocaust that goes beyond what students would learn in a textbook. It leaves a lasting impression, making history and its lessons more relevant to their lives.

Goodman Upstander Gallery



UPSTANDER: Upstanders inspire us to work towards change. When you act in support of a cause or belief, or take action against an injustice, you become an Upstander.

Upstanders do not sit idly by. Whether alone or in a group, they strive to achieve fairness and positive change. Even when it seems impossible to alter the course of events, Upstanders will not be silenced. They are moved to action, to fight injustice and prejudice, and support human rights for all.

In response to the atrocities of the Holocaust and World War II, the newly formed United Nations created the Universal Declaration of Human Rights (UDHR). Adopted in 1948, this milestone document outlines the fundamental rights all people deserve. Together with the Convention on the Prevention and Punishment of the Crime of Genocide, which defined genocide in legal terms for the first time, these two documents set the standards for the protection of all humans during times of war and in peace. However, these rights are not yet universal. The UDHR inspires us to take action, to make a difference, to "work towards" the realization of these essential rights for all. We hope visitors will join the ranks of Upstanders and stand up in the face of injustice and inequality.

Upstanders identify situations where help is vital to support, heal, or save people in need. Upstanders educate, lobby, and organize, to increase opportunities for all where challenges exist—across the globe, throughout the country, or right next door. As we work towards making the world we live in safer and more accessible, what challenges must we address? What do these issues—many of which are tied to basic human rights—mean to a single person, a community, the world? Upstanders inspire us to work towards change. The Goodman Upstander Gallery explores what inspires individuals to rise up and speak out, and highlights the transformative moments when Upstanders make the personal decision to take action.

The Goodman Upstander Gallery takes visitors on an interactive exploration of 40 historical and contemporary Upstanders who have fought against injustice and stood up for worthy causes, from education and equal rights to economic opportunities, safe communities, and health and the environment. Life-size Story Portals will allow your students to interact with digital stories of each of these Upstanders. The Upstanders all have taken action to impact their communities in positive ways. Upstanders include, but are not limited to, historic leaders Nelson Mandela, Susan B. Anthony, and Jane Addams; artists and athletes Theaster Gates and Carli Lloyd; and advocate Malala Yousafzai. Students are given the opportunity to put themselves in the shoes of change-makers they identify with, and come away inspired to create positive change in the world.
(See Docent Website for a full Upstander list)



A wall of more traditional exhibitory gives students the opportunity to explore more Upstanders, as well as quotes from the Upstanders inscribed on mirrors, with the goal that students will "see" themselves in the inspiring words.

"If you see something that's not right, not fair, not just, do something about it. ... Have the backbone to get in the way." John Lewis – Life-long Civil Rights Advocate

"You could be changing the world. So if a 15-year-old who didn't even know what a pancreas was could find a new way to detect pancreatic cancer, just imagine what you could do." Jack Andraka – A Teenager Helps Early Cancer Detection

Take A Stand Lab



The Take a Stand Lab will put the power of change in students' hands, allowing them to get involved and make their voices heard. The Lab's features include the McCormick Foundation Interactive Media Kiosk illustrating how to take action on issues of importance to them through raising awareness, giving, advocating, and participating.

Success Story Flip Books share stories and strategies of the actions individuals and organizations have taken to take a stand and made a positive difference in their communities.

The Leave-A-Pledge Interactive enables students to pledge to make a difference in their area of passion.

ADVOCATE

Raise your voice. Use your pen.

- Tips for talking to your elected officials
- Tips on leading a letter-writing campaign
- A petition template

RAISE AWARENESS

Bring attention to a cause.

- Tips for creating an eye-catching protest sign
- Tips on social media best practices
- Letter-to-the-editor template

GIVE

Help others by donating.

- Timeline for organizing a fundraiser
- Tips for online crowdfunding
- Donation Drive timeline

PARTICIPATE

Make change through direct action.

- Steps for organizing a demonstration
- Steps for starting an organization or club
- Volunteer Personality Quiz

Full Toolkits for the below "action ideas" are available under "Tools for Change" via https://www.ilholocaustmuseum.org/tas/

The Act of Art Gallery

The Act of Art, adjacent to the *Take a Stand Center*, is a rotating exhibition that features the Museum's fine art and photography collection to demonstrate to visitors that there are many different ways to take action, including communicating one's message through art. These works explore historical events related to genocide and prejudice from the artists' perspectives.



For example, Ana Tiscornia's *Portraits II, Retratos Series* displays backward picture frames interspersed with quotes from Holocaust Survivors and others who survived dictatorships in South America to communicate about the hundreds of people who "disappeared" under the Uruguay dictatorship (1973-1985). As she states, "*I tried to create a visual metaphor for the impotence that disappearance imposes on us, at the same time I wanted to create a poetic construction as a tribute to those that lost their lives.*"

The Act of Art is curated with the recognition that art can inspire intercultural understanding and dialogue amongst visitors, and tap real-life experiences that are personal, emotional, and authentic. Experiencing *The Act of Art* engages the heart, mind, and voice, building empathy and empowering our visitors to use art as a vehicle for transformation.

The featured art allows students to think about the issues portrayed, but also how they can take a stand as citizen artists on issues that matter to them. Issues covered in the gallery include, but are not limited to, the Holocaust, Trans-Atlantic Slave Trade, 'The Disappeared,' Korean Comfort Women, civil war in Indonesia and Sierra Leone, and genocide in 1994 Rwanda.

(See Docent Website for "Act of Art" labels)

TAKE A STAND - GUIDELINES & DISCUSSION QUESTIONS

This tour relies heavily on dialogue. This does not refer to a dialogue between the educator and the students. It means that students will be in dialogue *with one another, and with you.* As docent, you will be responsible for guiding the conversation and keeping the focus. The tour is structured with activities that will help you do this.

Dialogue requires people to listen honestly and intentionally to one another so people are often exposed to perspectives and viewpoints that they had previously negated, denied, or rejected. It is important as a docent that you model active listening, and ensure that students do not talk over one another, and that you do not talk over the students. Try to maintain a "shared center" of focus and group engagement, and facilitate dialogue without *imposing your* own beliefs/perspectives.

TOUR INTRODUCTION

Below are sample questions to use during your debrief/reflection time with students. Ideally, you will not use this as a script but rather as a reference, listening to the students' response – using their words as stepping stones to the next topic or discussion point – facilitating dialogue.

- What does it mean to be an Upstander? What does it mean to Take A Stand?
- What exactly are human rights?
    - What are the most important human rights in today's world?
    - Should some rights take priority over other rights?
    - What problems do you currently face in your community?
    - What actions should be taken to protect human rights?
- Who are the Upstanders of the past and present? Why are they important?
- Our Museum tagline is, "Take history to heart. Take a stand for Humanity." How does history frame and shape our present day realities?
    - What can we learn from the past to change the future?

ABE & IDA COOPER SURVIVOR STORIES

Each theater experience last around 45- 50 minutes, including a 5-8 minute introductory film and 30-40 minute Q&A, followed by a docent-led reflection and debrief.

Only ONE docent should lead the post-reflection and debrief. If there is more then one docent in the theatre with the group, please decide in advance who that docent will be to lead the discussion.

Reflection or Discussion Questions

- What did you learn from {Insert Survivor's name} story and life experience? What lessons did they have for us/you?
- What new information did you learn?
- During [Survivor's Name} story he/she spoke about a number of human rights being violated. What rights did he/she mention?
- What created the situation that made {Survivor's Name} and other Jews in general vulnerable to being persecuted; having their rights taken away?
- What protects our rights as citizens?
- What actions should be taken to protect our human rights?
- What do you think it takes to protect or fight for human rights?
- Tell me about people in history or today who are Upstanders?
- Tell my why these individuals are Upstanders?
- What characteristics do you find in an Upstander; or the people you mentioned?
- How do Upstanders get their message out? What tools do they use to take action?
- What tools do you use to get your idea and thoughts out there about what you care about? (Verbal and non-verbal media?)

GOODMAN UPSTANDER GALLERY

Introduce Gallery (gather you whole tour group in front of the Eleanor Roosevelt/UDHR image)

Twentieth century history served as a catalyst to the phenomenon of international human rights. In the aftermath of the Nazi Holocaust and end of the Second World War, the world was confronted with the systemization of mass murder and death on a truly industrial scale. It was this that was on the mind of the newly formed UN when considering a Universal Declaration of

Human Rights, and when it finally made the Declaration in the form of 30 articles on 10 December 1948.

The Universal Declaration was the first international agreement to use the term human rights and to apply human rights concepts to everyone worldwide. The universal declaration was non-binding (*aspirational)* but it was remarkable for its time.

The 30 articles of the Declaration together form a comprehensive statement grounded on the principles that human rights are held by all persons equally, universally, and forever. In addition, the UDHR was predicated on the assumption that basic human rights are indivisible (all rights are equally important) and that the different types of rights listed are inextricably linked. In claiming rights of the UDHR, everyone accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

Transition – Infographic

- What human rights are being violated?
- Why is this a human right?
- What can we do to make this more equal?
- What surprises you the most? Why?

"I now want us to consider what human rights mean to each of us – what is it that you are passionate about? What issues do you want to work toward making more equal? As we explore this gallery I want you to consider the human right issues you care about, but I also want you to learn from some of the incredible Upstanders – globally, nationally, and even locally in the Chicagoland area who are working everyday on the very issues you care about, and others you may learn more about."

Divide your group equally between the Group media (Section 1) and the Story Pods/Trilons (Section 2) galleries, and rotate them after the allotted time (See sample below)

(Section 1) Group Media (6-7 minutes)
(Section 2) Story Pods and Trilons (6-7 minutes)
Group Discussion (3-4 minutes)
(Section 1) Group Media (6-7 minutes)

(Section 2) Story Pods and Trilons (6-7 minutes)

Group Discussion (3-4 minutes)

NOTE: **You may only have time to do one group discussion/de-brief. Before you let them explore model for each group the technology (how it works); and give them their "assignment" for each section.**

<u>(Section 1) Group Media</u>

Have the students pair up and take turns watching each video to lean more about each area of human rights. Each pair should select one video they want to watch/issue they want to learn more about.

- What is the issue?
- What is the ideal?
- What is the reality?

<u>(Section 2) Story Pods/Trilons</u>

Have the students pair up between the Story Pods and Trilons.

- Story Pods: Have each student in the pair choose one issue and one Upstander.
    1. What Upstander did you learn more about?
    2. Why did you choose them?
    3. What issue did they address?
    4. What steps are they taking to create change?
- Trilons: Have each student in the pair choose 2-3 Upstanders.
    1. What Upstander(s) did you learn more about?
    2. What issue did they address?
    3. Was there a quote that spoke to you the most? Inspired you? Why?

TAKE A STAND LAB

TRANSITION/INTRO - Within each of us there is a cause or concern that is important. You each have the power to act, either individually or as a group, to make a difference and create change. Both history and events today show us what is possible when there are those who take a stand and aim to make an impact in their communities, and the world. Often times it begins through small gestures or actions that grow into larger efforts. These people aren't doing the impossible. They are like us, like each of you, discovering needs to fill, finding causes to fight ore, and seeing people to help. It is easy for you to get involved – to take ACTION, and to TAKE A STAND.

We are now going to explore how to take action on issues of importance to you through FOUR categories: raising awareness, giving, advocating, and participating.

- What does it mean to Give? Advocate? Participate? Raise Awareness?
- Give me some examples of ways we can Give? Advocate? Participate? Raise Awareness?
- Have any of you, or are any of you involved in taking action at school, in your community, etc. on a particular issue?

Divide your group equally between the What Will You Do? Kiosks (Section 1) and the Make a Pledge and Success Stories Boards (Section 2) and rotate them after the allotted time (See sample below)

(Section 1) What Will You Do? (5 minutes)
(Section 2) Pledges/ Success Stories (5 minutes)
Group Discussion (3-4 minutes)
(Section 1) What Will You Do? (5 minutes)
(Section 2) Pledges/Success Stories (5 minutes)
Group Discussion (3-4 minutes)

NOTE: **You may only have time to do one group discussion/de-brief**
Before you let them explore model give them their "assignment" for each section.

(Section 1) What Will You Do?

- How will you take a stand?
- Take the quiz to discover your activism style.

- What are some of the suggested action steps you can take in your activism style?

(Section 2) Pledges/Success Story Boards

- Choose ONE individual Success Story and ONE group Success Story.
- If you feel inspired, fill out a pledge card on what you will do to make a difference.

Before rotating the groups to the next "Section" debrief with them as a group:

1. What was your activism style?
2. What were some of the suggested action steps?
3. Share with us one of the Individual or Organization Success stories you learned about.
4. Did anyone leave a pledge? Do you mind sharing your pledge with the group?

- *Rotate the group and challenge them to find new Individuals or Organizational Success Stories; identify new actions steps*.

ACT OF ART

Looking at and discussing works of art can be an engaging and meaningful experience. As a docent, you should make yourself familiar with the details of the piece (title, artist, materials, subject matter, etc—use the label as a "cheat sheet" to help you remember!). However, the richness of the experience for visitors will come not from being told about the art, but from discussing and interpreting it themselves.

Begin by asking them a question such as:
• What are we looking at?
• What's going on in this picture?
• What can you tell me about this object?

Listen to visitors' responses, and ask follow up questions:
• That's an interesting observation; what do you see that makes you say that?
• Can you tell me more about your interpretation?

Suggested Approach/Activity - Divide your class into pairs or trios. Each group will explore a designated area of the gallery you assign. As they view and read, ask them to consider the below questions. When they are finished, ask them to share with those in their group.

Have the student pairs or trios rotate to new areas of the exhibition, so they are exploring different art. Rotate students through exhibition 3-4 times and then bring back together to de-brief and share with larger group.

- What issues of injustice and/or inequality are portrayed in the art?
- How can art be used as form of activism?
- What was the intent of the artist? What message do you think the artist is trying to send?
- Who is audience? What about the artwork let you know?
- Was the artwork created to make a point? How can you tell?
- Is it telling of a significant event's details? Why do you think so?
- Is it an emotional reflection that shares heartfelt feeling? What makes you believe this?
- How does this connect to anything else you experienced today?

Extended Thinking: How has art shaped or influenced your life? Has art ever helped you? What art or types of art connect with you? (*Remember art can be poetry, music, dance, spoken word, etc.)*

TOUR CLOSING/WRAP-UP

Break the students into pairs. (*ONLY IF YOU HAVE TIME; OTHERWISE DISCUSS WITH WHOLE GROUP)*

1. Each member of your student pairs should speak for one minute in response to the prompt: ***"What was the most challenging thing you learned at the Take A Stand Center exhibition? Why?"*** Even if your students can't think of anything else to say, they must keep talking about the exhibit.
    - The other members of the pair must listen closely, but may not speak. It is very important for the listener to pay attention, as at the end of the activity the listener will be asked to share a part of what his/her partner said with the class.
2. After about a minute, have students switch and the other partner will speak.
3. When you ask the partners to switch, repeat the question.
4. After both members have had a turn, ask students to repeat the activity, this time with the prompt, ***"What was the most inspiring thing you learned at the Take A Stand Center exhibition? Why?"***
5. When you ask the partners to switch, repeat the question.
6. After both members of the pair have had their turn, bring the class back together.
7. Debrief with the class as a whole, asking students to share one thing their partner said that struck them most deeply or was surprising.
8. After everyone has shared, ask the class:

- *Now that we have learned about the human rights challenges that we are still working towards, what does that mean for us?*
- *Does it change the way we think or act? Should it?*

Other Discussion Questions

- Is it easy to discuss human rights? Why (or why not) do you think this is the case?
- What did you learn from your time in the exhibition?
- What are the most important rights for young people?
- Which rights are most a risk in your school or community?
- You have come up with ways to ensure that our rights are respected. Can some of these ideas be put into practice?