



ILLINOIS HOLOCAUST MUSEUM  
& EDUCATION CENTER

# In Our Voices

PRE - & POST- VISIT ACTIVITIES (GRADES 7-12)



## ABOUT THE MUSEUM

Likely the last international institution of its kind built with the active participation of Holocaust Survivors, Illinois Holocaust Museum & Education Center is the largest facility in the Midwest (and the third largest in the world) dedicated to preserving the memories of those lost in the Holocaust and to teaching current generations to fight hatred, prejudice, indifference, and genocide in today's world.

Through world-class exhibitions and programs, the Museum inspires individuals and organizations and provides a universal wake-up call to action: Take history to heart. Take a stand for humanity.

### ACKNOWLEDGEMENTS

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## TOUR INTRODUCTION

Thank you for scheduling a field trip to Illinois Holocaust Museum! The following activities have been designed for use before and after your *In Our Voices* field trip. By incorporating these activities into your existing curriculum, you will prepare your students for what they will see, read, and hear during their visit to the museum. Your students' field trip experience will draw out and build on their existing knowledge and provide you with avenues for further study.

You have selected the *In Our Voices* tour option. On this guided tour, students will explore the history of the Holocaust as told through the personal belongings, photographs, historical records, and stories of local survivors and eyewitnesses in the Karkomi Holocaust Exhibition. Transforming history into lessons for today, the tour invites 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. In addition to the Karkomi Holocaust Exhibition, students will explore [The Act of Art Gallery](#) or a [Special Exhibition](#), which allow students to explore the Holocaust, human and civil rights, and related topics through contemporary art and historic artifacts. The field trip also includes time with a member of our Speakers' Bureau of Holocaust Survivors and eyewitnesses, subject to availability.

The tour allows for plenty of processing and questioning, with the hope that students will feel comfortable sharing their ideas and talking through the content. This packet will prepare you for what to expect on your visit and is divided into Pre-Visit and Post-Visit sections. The pre-visit lessons were designed to contextualize and set the tone for your students about the subject matter they will encounter and prepare them to learn not only *about* this history, but *from* it. The post-visit lessons will provide you with a number of options to extend your students' thinking about Upstanders and bystanders, choices, and how the lessons of the Holocaust can help them to be more engaged members of their classroom, neighborhood, and civic communities.

We hope that your students leave their *In Our Voices* field trip having learned not just about history, but from it; embracing the lessons of the Holocaust and the inspiration of Survivors and Upstanders to speak out against injustice and take positive action in their communities.

Thank you, and we look forward to seeing you at the Museum.

## WHAT TO EXPECT ON YOUR FIELD TRIP

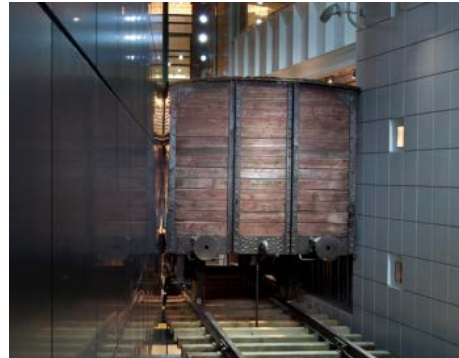
### GOALS:

- Explore the human history of the Holocaust, placing the experiences and artifacts of Chicago-area survivors into the broader historical context.
- 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

Students may begin their tour in the Karkomi Holocaust Exhibition, The Act of Art Gallery, or a Special Exhibition:

### **Karkomi Holocaust Exhibition**

The Karkomi Holocaust Exhibition presents the history of the Holocaust, from pre-War Jewish life through the determination of Survivors to educate present and future generations, via the experiences, artifacts, and testimony of Chicago-area survivors. Questions, including “why didn’t the Jews leave Germany?” and “how did Jews and non-Jews resist the Nazis?” are explored in 27 compelling galleries. Facilitated by Museum docents, students will examine not only these questions, but the roles and choices of Upstanders and bystanders, World Response, Resistance, and how survivors eventually rebuilt their lives after liberation. Survivor Stories are woven into the tour to highlight aspects of the history including Life Under Nazism, Kristallnacht, Ghettoization, Deportation, Survival in Concentration Camps, Liberation, and Building a New Life. At the conclusion of the exhibition, a 13-minute closing film continues the story through more recent events, including the 1994 Genocide against the Tutsi in Rwanda and the genocide in Darfur in the first decade of the 21<sup>st</sup> Century. The film concludes with a call to action to visitors, to use their knowledge and talents to work to end genocide and injustice: Now It’s Up to You.



*Being able to put REAL names and faces to the victims enhanced our students knowledge of just how horrific the Holocaust was. It also tied into what we were teaching them about how to ensure something like this never happens again. Seeing all of the original artifacts, hearing the stories from*

*the train car travel and being able to actually be in the presence of a survivor gave our students an experience of a lifetime. -8th Grade Social Studies Teacher, Chicago*

Docent groups will rotate through the Karkomi exhibition, beginning at one of four designated starting points.

### **The Act of Art Gallery**

The Act of Art Gallery is a rotating exhibition that features the Museum's fine art and photography collection of works that respond to historical events including the Holocaust, genocide, and human rights atrocities.

For example, Ana Tiscornia's *Portraits II, Retratos Series* displays backward picture frames interspersed with quotes from Holocaust Survivors and individuals 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."

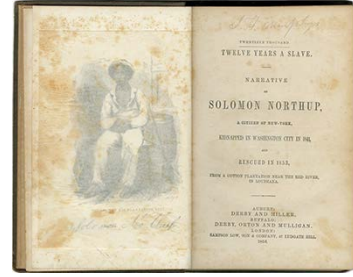


The Act of Art is curated with the recognition that art can inspire intercultural understanding and dialogue among visitors and tap real-life experiences that are personal, emotional, and authentic. Experiencing The Act of Art engages the heart, mind, and voice, building empathy and empowering our visitors 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 wars in Indonesia and Sierra Leone, and the 1994 genocide in Rwanda.

## Special Exhibitions

Illinois Holocaust Museum presents several special exhibitions per year. Some of these offer a detailed examination of a particular aspect of Holocaust history; others look more broadly at issues of human and civil rights. Each of these exhibitions offers students the opportunity to make connections to current events and their own lives and to develop historical empathy. Additional information on Special Exhibitions is available on the Museum [website](#).



## Eyewitness Speaker

The final portion of the *In Our Voices* field trip is a session with a member of the Museum's Speakers' Bureau of Eyewitnesses to the Holocaust. These speakers include Holocaust Survivors, Second Generation (Children of Survivors), and others with personal connections to this period in history. Students will hear from the speaker and have the opportunity to ask questions. (NOTE: This portion of the field trip is subject to speaker availability; alternate content may be substituted.)

## PLANNING TIPS

Your group journey through the Museum will last 3 hours. Visits begin at 9:30 am, 10:30 am, 11:30am, and 2:00 pm Monday through Friday; 5:00 pm Thursday; and 10:00 am, 11:00am, and 1:30 pm Saturday and Sunday.

- Maximum size of group is 160 for a docent- led tour.
- Divide your students into groups of 20 prior to arriving at the Museum.
- Secure one chaperone for every ten students. Each adult exceeding the 1:10 ratio will be charged Museum admission: \$15 or \$10 for seniors.
- Please provide name tags for your students and identify each group by color code in advance of visit.
- For your safety, all items brought into the Museum are subject to inspection.
- Backpacks are not allowed in exhibition spaces. Large items will need to be left on the bus. If backpacks are not able to stay on the bus they will be collected before tour and returned to the group at the end of visit.

- Photography is allowed inside the Karkomi Holocaust Exhibition except as indicated. Flash may not be used.
- Pens of any kind are not allowed in the exhibition areas. Only pencils are allowed. Because docent-led tours are discussion-based, teachers are strongly discouraged from providing worksheets or other written assignments for students to complete during the tour.

## CHANGING FIELD TRIP PLANS

In order for the Museum to properly plan for all interested student groups, a one-time change may be made to the following:

- Number of Students
- Rescheduling (Date and Time)
- Cancellation
- Addition of Lunchroom

up to 21 days in advance of the tour, based upon availability. All changes must be requested in writing to the Education Department, faxed or emailed on official school letterhead or via official school email address [schoolgroups@ilhmec.org](mailto:schoolgroups@ilhmec.org). Letters can be faxed to 847.967.4804. Changes will not be accepted by phone.

### **Number of Students**

After final confirmation of your student group size, we shall not issue any refunds or make any final balance due adjustments for failure to adhere to the confirmed group size. We reserve the right to invoice schools for any unpaid balance due.

### **Rescheduling (Date and Time)**

Any request to reschedule within 21 days of the field trip date will be considered a cancellation, a new request and deposit must be submitted.

### **Cancellation**

Refunds will not be given for cancelled tour. If your group is unable to travel to the Museum due to extreme weather conditions, please call us at 847.967.4848 as soon as possible. We will make every effort to reschedule your visit, based on availability.

### **Reimbursements**

Reimbursements and refunds will be made payable to the institution for which the field trip was booked.

## 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 pull up to the "dark side" of the museum building. Students/chaperones **should not** unload from the bus until you have been greeted by a mm representative for you 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**. Bus drivers are invited to join a group for their tour.

## DRIVING

### **FROM THE NORTH via I-94**

- Take the Edens Expressway (I-94) east to the Old Orchard exit.
- From the exit ramp, turn right onto Old Orchard Road.
- Turn left onto Woods Drive, about 1/4 mile down.
- The Museum will be on your left. Free parking is available around the Museum.

### **FROM THE NORTH via I-94**

- Take the Kennedy Expressway (I-90/94) west.
- Merge onto the Edens Expressway (I-94) going west to the Old Orchard exit.
- From the exit ramp, turn left onto Old Orchard Road.
- Turn left onto Woods Drive, about 1/4 mile down.
- The Museum will be on your left.

### **FROM THE SOUTH via I-294**

- Take the Tri-State Tollway (I-294) north to the Dempster Street east (US-14) exit.
- From the exit ramp, turn right onto Dempster Street (US-14). Drive east about 3.5 miles.
- Turn left onto Waukegan Road. Drive north about 1 mile.
- Turn right onto Golf Road. Drive east about 2 miles.
- Turn left onto Woods Drive.

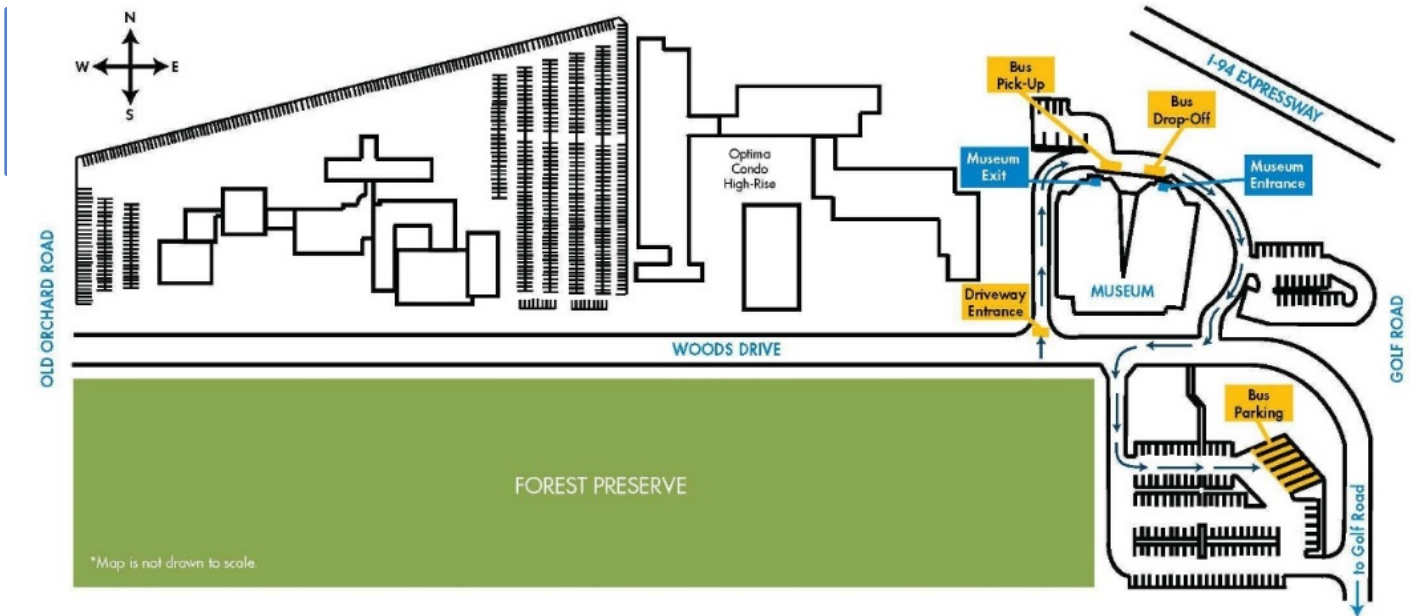
## PUBLIC TRANSPORTATION

### **YELLOW LINE**

- Take the yellow line to the Dempster-Skokie stop.
- Taxi, Uber, Lyft, or walk 1.6 miles.

## PURPLE LINE

- Take the purple line to Davis Street Station.
- Board the PACE bus #208 to Golf Road and Woods Drive.



Consider where your visit to Illinois Holocaust Museum will fall in your Holocaust unit and plan your pre-visit and post-visit activities accordingly. The suggested activities in this guide are divided into three categories:

- For students who have not yet begun their study of the Holocaust and/or genocide (level I)
- For students who are part way through their unit of study (level II)
- For students who have completed their unit of study or who have extensive prior knowledge (level III)

Feel free to select activities from one or more levels to best meet the needs of your students and your curriculum goals.



# PRE-VISIT ACTIVITIES

## LEVEL I: PRE-VISIT ACTIVITIES

[Basic Vocabulary](#)

[Timeline](#)

### Pre-Thinking Questions/Topics:

- What was the Holocaust?
- Who were the victims? The perpetrators? The bystanders? The Upstanders?
- Where did the events of the Holocaust take place?

### KWL CHART

#### 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. Have students choose, or you assign, a topic from the list below. Ask students to write everything they KNOW about that topic under the K column.

Examples:

- The Holocaust
  - Genocide
  - Prejudice
  - Nazis
  - Ghetto
  - Concentration Camp
  - Behaviors: bystanders, perpetrators, victims, helpers, resisters
5. Ask students to pair up 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 and ask students to share what they KNOW. Fill in students' responses on the white board, chart paper, etc.

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

Throughout your tour of the Museum, docents will provide the opportunity for students to reflect and de-brief. However, students should have the chance to further consider and discuss what they saw and experienced on their visit back in the classroom.

A discussion with students is recommended soon after their visit to help them recall what they have learned and to reflect upon the Holocaust and its implications. Use the following activities as the basis for the discussion.

## **PART THREE (WHAT I LEARNED)**

1. Allow time for students to look over the already completed two parts of the K-W-L.
2. Give students a few minutes to write in the L column everything they learned about the questions they had listed under the Want to Know heading, or to clear up any misconceptions they may have had.
3. Have students share what they learned. Correct any lingering misconceptions from the Know column on their sheets.

## **IDENTITY CHARTS: WHO AM I?**

Have students complete an [identity chart](#). Ask them to identify which aspects of their identity are most important to them and to consider what would happen if those things were stripped from them. Connect this topic to a discussion of anti-Jewish legislation in Nazi Germany.

## LEVEL II: PRE-VISIT ACTIVITIES (in addition to the above):

### [Advanced Vocabulary](#)

#### Pre-thinking Questions:

- What was life like in the early 1930s for Jews, Jehovah's Witnesses, Roma, Sinti, and other targeted groups?
- What foretold of the coming atrocities?
- What policies, laws, and restrictions were created to dehumanize Jewish and non-Jewish targets of Nazi aggression?
- What is propaganda, and why is it dangerous?
- What artifacts would you expect to see in a Holocaust museum? Why?

Build on the identity activity in level I with the following:

### **ANTI-JEWISH LEGISLATION: RESTRICTING PARTICIPATION IN DAILY LIFE**

Introduce the hundreds of pieces of anti-Jewish legislation introduced by the Nazis, including the Nuremberg Laws. Some of these laws addressed major aspects of people's lives and identities (professions, educational opportunities, religious expression, etc), while other laws focused on minor or seemingly unimportant details (owning pets, buying flowers from florists, using park benches, etc).

Ask students to consider:

- What did the Nazis hope to achieve by implementing these laws?
- Why were Jews forbidden from working in certain professions?
- Why would the government restrict Jews from owning pets, buying flowers, or playing sports?
- How did these laws impact Jewish people's lives in Nazi Germany?
- How do you think Jewish people felt about these laws? What effect did they have on Jewish people's identities?

## LEVEL III: PRE-VISIT ACTIVITIES (in addition to the above):

### [Extension Vocabulary](#)

#### Pre-thinking Questions:

- Why is it important to tell an individual's story?
- How is learning in a museum different from learning in a classroom?
- What do you hope to learn during your visit to Illinois Holocaust Museum?

## ALL LEVELS: PRE-VISIT ACTIVITY

### Artifact Analysis:

#### Red Dress

This dress belonged to Daisy Fleischer, now known as Judy Kolb. Judy's family lived in Swinemunde, Germany, before the war. Following Kristallnacht, Judy's grandfather, Julius Fleischer, was arrested and imprisoned in Sachsenhausen concentration camp. His wife, Martha, was able to secure his release and insisted that the family leave Germany as soon as possible. Martha and Julius, their son Heinz Fleischer, and their daughter and son-in-law Carla and Cantor Leopold Fleischer, emigrated in June 1939. Soon after the family arrived in Shanghai, Judy was born in an area of the city known as Hongkew. This area had been heavily damaged during the Japanese invasion of Shanghai in 1937, and as a result, newly arriving refugees could find affordable rooms to rent. Beginning in 1943, all Jewish refugees in Shanghai would be forced to live in Hongkew, and the area would become known as the "Shanghai ghetto."

Life in Hongkew was difficult. Most Jewish refugees in Shanghai had little money and few resources, and Judy's family was no different. Judy's grandmother, Martha, made most of her clothes, including this dress. In 1948, when Judy was 8 years old, the family immigrated to the US, arriving first in San Francisco and eventually settling in Chicago.



(Note: Background information on German and Austrian refugees to Shanghai is available [here](#).)

#### Discussion questions:

- Why do you think Martha decided the family needed to leave Germany? How do you think the family members felt about going to Shanghai?
- Why do you think Judy's mother, Carla--and later Judy--choose to keep this dress even after Judy outgrew it?
- Why would a baby's dress be on display in a museum?
- What can this dress teach us about Judy's family and their experiences during the Holocaust?

## PRE/POST –VISIT ACTIVITIES (ALL LEVELS)

1. Have an overarching question that you want the students to answer before you go to the museum and while they are exploring.
  - Ideas for questions:
    - Media: How can media play both a positive and negative role in furthering a cause?
    - Propaganda: What impact can propaganda have on society?
    - Choices: How do people’s choices impact a situation?
    - Identity: How can a person’s identity be taken away? (And how did people fight to keep their identity in the worst of situations?)
    - Resistance: What forms can resistance take?
    - Human Rights: What rights do we have as humans? What guarantees these rights? What happens when rights are taken away?
  - In order to help answer these questions, before going to the museum students could:
    - Do a double entry journal about the question. Complete one section before they go and one after.
    - Learn about the Universal Declaration of Human Rights. Have students complete [this activity](#).
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?
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 an essential component of this activity.

## POST-VISIT ACTIVITIES (ALL LEVELS)

1. Write a news article or blog post from the perspective of travel writer who just visited the Museum. Describe your visit, including specific examples of Survivor Stories and artifacts you learned about during your visit. Using persuasive writing techniques, explain to your readers why they should visit 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.