



ILLINOIS HOLOCAUST MUSEUM  
& EDUCATION CENTER

# MAKE A DIFFERENCE! THE HARVEY L. MILLER FAMILY YOUTH EXHIBITION PRE & POST - VISIT PACKET (3<sup>rd</sup> - 6<sup>th</sup> Grade)

## Trip Options:

Stand Up, Speak Out (3<sup>rd</sup> Grade +) • Make A Difference (Grade 5+) • Be An Upstander (Grade 6+)



## 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.

## WHY OUR FIELD TRIPS FOR 3-6<sup>th</sup> GRADE ARE IMPORTANT FOR STUDENTS

Student visits to *Make a Difference!* align with and support ISBE Social Emotional Learning Goals 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, and 3C and Illinois Learning Standards for Social Science Civics Standards SS.CV.1.3, SS.CV.2.3, SS.CV.4.3; SS.CV.2.4, SS.CV.3.4; SS.CV.4.5; SS.CV.1.6.LC, SS.CV.1.6.MdC; SS.CV.1.6.MC; SS.CV.3.6.LC, MdC, MC; SS.CV.5.6.LC, MdC, MC.

## ACKNOWLEDGEMENTS

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## TOUR INTRODUCTIONS

### STAND UP, SPEAK OUT (3<sup>rd</sup> Grade +)

Students will begin to develop social awareness and skills to demonstrate positive decision-making and responsible behaviors that allow for a deeper understanding of how the core values of respect, compassion, justice, and citizenship can lead to success in school and in life. Hands-on, interactive activities and galleries empower students to take a personal stand for themselves and on behalf of others. Students will be motivated to take positive action in school, at home, in their neighborhood, and around the world.

Explore the following exhibits:

- Make a Difference! The Harvey L. Miller Family Youth Exhibition
- Act of Art or Temporary Exhibit

### MAKE A DIFFERENCE (GRADES 5+)

Students will reflect on how they can act – both individually and as a group – to make a difference and inspire an ongoing dialogue on their responsibility to others as part of a diverse and global community. Experiential technology, interactives, and compelling stories of Holocaust survivors capture the role universal human and civil rights can play in empowering engagement and creating community. **This tour option includes selected portions of the Karkomi Holocaust Exhibition. It does not include the galleries on ghettoization, deportation (the rail car), and life in concentration camps.**

Explore the following exhibitions:

- Make a Difference! The Harvey L. Miller Family Youth Exhibition
- Portions of the Karkomi Holocaust Exhibition – Post-War Immigration; Neo-nazi March on Skokie, 1977-78
- Discussion of artifacts related to pre-war Jewish life, the rise of Nazism, and the Kindertransports
- Changing special exhibitions, when age appropriate, or the Act of Art Gallery

### BE AN UPSTANDER (GRADES 6+)

Students will be immersed in experiential galleries featuring authentic stories of Holocaust survivors, real-life scenarios, and memorable interactive activities. Students may begin to experience a deeper understanding of the lessons of the Holocaust and become a witness

to their world through new eyes. Engaging technology introduces students to historical and contemporary upstanders, gives them the opportunity to reflect on how their personal choices have consequences for others, and inspires students to reflect on how they can act to create change in their local and global community. **This tour option includes selected portions of the Karkomi Holocaust Exhibition. It does not include the galleries on ghettoization, deportation (the rail car), and life in concentration camps.**

**Explore the following exhibitions:**

- Make a Difference! The Harvey L. Miller Family Youth Exhibition
- Portions of the Karkomi Holocaust Exhibition – Post-War Immigration; Neo-nazi March on Skokie, 1977-78
- Discussion of artifacts related to pre-war Jewish life, the rise of Nazism, and the Kindertransports
- Changing special exhibitions, when age appropriate, or the Act of Art Gallery
- Includes Interactive Survivor stories in the Abe & Ida Cooper Survivor Stories Theater

## WHAT TO EXPECT ON YOUR FIELD TRIP

### Goals:

- Visitors will be able to identify who they are as individuals, their relationships, and their responsibilities toward others.
- Student visitors will be prepared to meet and exceed Illinois Learning Goals for Social Emotional Learning, ISBE Learning Standards for Social Sciences, including the new Illinois Civics Education Mandate, and selected Common Core State Standards for English Language Arts.
- Visitors will have the strategies and tools necessary to not only identify a problem, but be able to identify and overcome the obstacles necessary to solve that problem.
- Middle and high school students will draw connections between the lessons and themes of Make a Difference! and the lessons and themes of a study of the Holocaust and genocide, identified in the Karkomi Permanent Exhibition and the Museum's special exhibitions (when age-appropriate).

## Exhibition Descriptions:

### **Make a Difference! The Harvey L. Miller Family Youth Exhibition (All tours listed above Visit the Make a Difference! exhibition)**

**Make a Difference! Exhibition** provides an age-appropriate and highly interactive space where hands-on activities for kids ages 8-12 foster leadership skills, empathy, self-esteem, and positive decision making. Children can:

- Peek inside school lockers to learn about Upstanders like Rosa Parks and Ryan Herljac, who took a stand for positive change.
- Help problem-solve situations they might encounter at school, on the playground, or in the neighborhood.
- Create self-portraits through the power of words, learning more about what makes you, you.
- Make a pledge to be an Upstander and learn how other visitors are making a difference.
- Tell their own stories on video about local or global issues that matter to them, and share how they might work toward change.

### **Karkomi Holocaust Exhibition**

Our **Make a Difference** and **Be an Upstander** tours include age-appropriate portions or our Karkomi Holocaust Exhibit. The Karkomi Holocaust Exhibition presents the history of the Holocaust, and Survivors to educate present and future generations, via the experiences, artifacts, and testimony of Chicago-area survivors. These tours will see the following portions of the Karkomi Holocaust Exhibition - Post-War Immigration; Neo-nazi March on Skokie, 1977-1978

### **Abe & Ida Cooper Survivor Stories Theater**

Students on our Be An Upstander (6<sup>th</sup> grade+) tour meet virtual Holocaust Survivors at the Museum's *Abe & Ida Cooper Survivor Stories Experience* holographic theater, where high-definition holographic interview recordings paired with voice recognition technology enable Survivors to tell their deeply moving personal stories and respond to questions from the audience, inviting visitors to a personalized, one-on-one 'conversation.' The Museum is the first in the world to employ this technology in a permanent exhibition space.

To create this interactive experience, Survivors from around the world agreed to go through a rigorous interviewing process. Each of the participating Survivors spent several days in a Los Angeles studio, answering over 2,000 questions about their Holocaust experiences before the unblinking gaze of 50-plus cameras.

Students will “meet” Holocaust survivor Samuel R. Harris. Born Szlamek Rzeznik, Sam is one of the youngest survivors of the concentration camps during the Holocaust. Born in Deblin, Poland, in 1935, he was just four years old when the war came to his town. Having lost his parents and most of his family during the Holocaust, Sam survived by hiding, from the ages of seven to nine-and-a-half, in the Deblin and Czestochowa concentration camps. Although an orphan when he arrived in the USA at the age of twelve, Sam was filled with hope about the possibilities awaiting him. Through the Jewish Children’s Bureau in Chicago, Sam was adopted by Dr. Ellis and Mrs. Harriet Harris of Northbrook. He went to New Trier High School and was diligent in his studies and intense in athletic competition. College and a career, marriage and fatherhood followed, but in 1981 he reconnected with his past at the World Gathering of Jewish Holocaust Survivors in Jerusalem. Today he speaks to thousands of children and adults annually. Sam was an instrumental force behind the building of the 65,000 square-foot Illinois Holocaust Museum & Education Center, of which he is President Emeritus. In 2014, Sam was the proud recipient of the Ellis Island Medal of Honor.

## PLANNING TIPS

**Your visit to the Museum will last 2 hours and 20 minutes. Tours are offered at the following times:**

- **Stand Up, Speak Out and Make a Difference Tours:** 9:45am, 11:45am, 2:00pm, and 5:00pm (Thursdays only)
- **Be An Upstander Tours:** 9:45am, 1:45pm, and 3:45pm (Thursdays only)
- Maximum group size is 80 (Stand Up, Speak Out and Make a Difference tours) or 100 (Be an Upstander tours).
- Secure one chaperone for every ten students. Each adult exceeding the 1:10 ratio will be charged \$15 or \$10 for seniors.
- 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 Make a Difference! exhibition.

# 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. Letters can be faxed to 847.967.4804. Changes will not be accepted by phone. Please email: [schoolgroups@ilhmec.org](mailto:schoolgroups@ilhmec.org)

## 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.

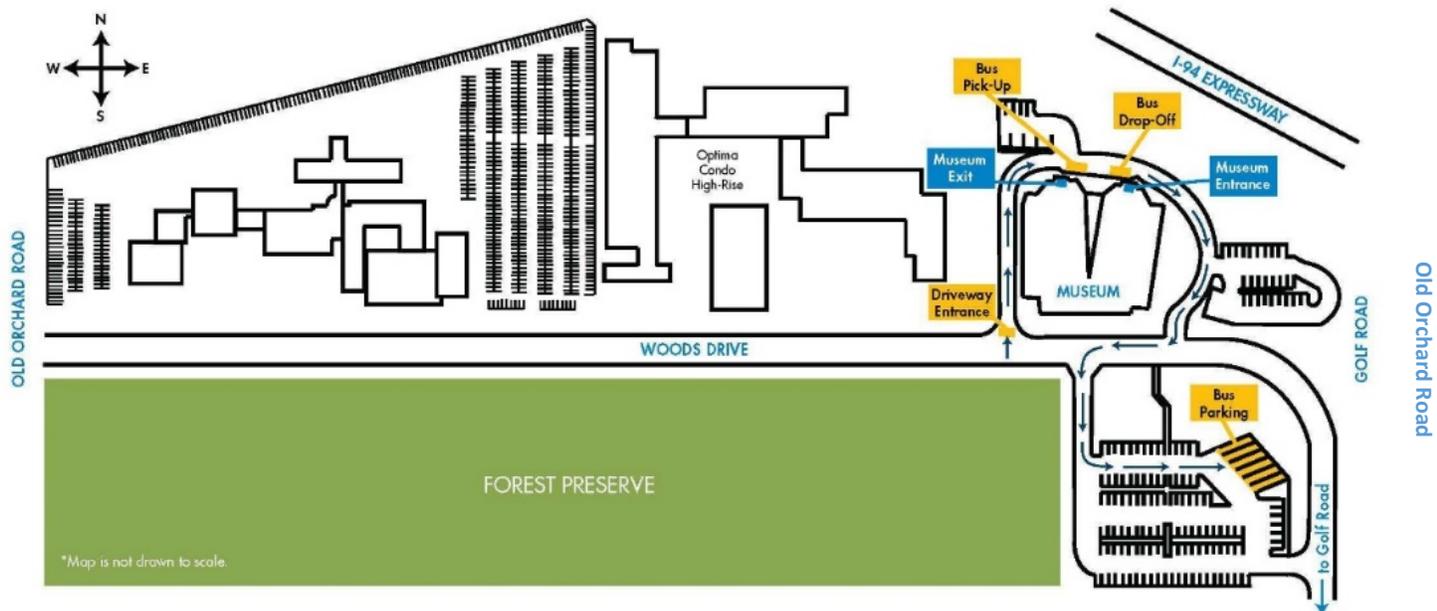
# PUBLIC TRANSPORTATION

## 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.



\*Map is not drawn to scale

## PRE-VISIT ACTIVITIES

### Quotes in Order

The goal of this activity is for small groups of students to place various word cards in the proper sequence to replicate a quotation that can be found in the exhibit. Quotes in Order engages students by challenging them to make sense of a quotation as they struggle to properly sequence what at first appears as a random jumble of words. The greater the engagement during the learning process, the greater the retention of the information itself. After quotes are put in order have students discuss what the quote means and learn about who said it.

- “If I feel something is unjust or unequal, I feel the responsibility to do something about it.” Hudson Taylor
- “People should never think that you have to be a very special person to help those who need you.” Meip Geis
- “Everyone has the ability to make a profound impact on the lives of others.” Ryan Hreljac

Short bios of Hudson and of Ryan are available [here](#). A bio of Miep is available [here](#).

### Match Cards

Match cards are a variation on the memory game. Twelve different word pairs are written on 24 index cards, and these cards are randomly placed face down on a table. You will need one collection of these cards for each group you have present. At the beginning of the activity, one team member approaches their table and turns over any two cards, revealing the words. If the words match, the cards are placed in their original position. Then the second person repeats this pattern. The first team to turn over all 24 cards is the winner. But the real value of this game is that the same cards used as props during the game become the debriefing tool at the completion of the game.

In the first stage for the debriefing, ask each student to select one card that contains a word or phrase they believe is important. Then invite each student to explain why that word or phrase is important to them. In the second stage, ask each group to decide which five words of the 12 present are the most important words to them. Turn some cards face down but leave five cards face up, containing the five words or phrases selected by the entire group. And finally, in stage three, ask the group which word on these five cards they could absolutely not live without.

While the actual words and phrases presented on the cards are important, it is the discussion that happens within the group that is the most valuable component of this activity.

Here are some examples of words to include on the cards:

- Friendship
- Respect
- Cooperation
- Upstander
- Bullying
- Acceptance
- Understanding
- Bystanders
- Behaviors
- Kindness
- Empathy
- Injustice
- Impact
- Compassion
- Justice
- Citizenship
- Positive Action

## **The Story of Your Name**

This activity builds respect around people's names and is a great way to foster unity, community, and connection.

Have students as a homework assignment, learn how they got their names. Some of us were named after relatives, famous people, or friends and family. The story of your name is your chance to share how you came to have your name. What you like about it, and any stories you want to tell about your name. At the very end of the story, you are invited to tell the group what name you would like to be called, and the group will practice calling you by this name.

The Story of Your Name is an opportunity to build respect by pronouncing the names of each member of your group correctly. As our world becomes increasingly more diverse, we have to work harder to learn and correctly pronounce the names of those we meet.

## Who Are You?

This exercise is designed to help each of you recognize and appreciate the different personalities and preferences of your classmates. Often, conflicts arise out of a lack of understanding or miscommunication.

Some goals for this exercise:

- Set the stage for open communication and respect for everyone's individual style and preferences.
- Understand the differences between students working together.
- Help everyone learn about their classmates so they can form positive, productive, working relationships for the rest of the year.

**Directions:** Everyone start in a line facing forward down the center of the room/area. The line should be organized with students standing next to those whom they will be working with most closely. The closer you work together, the closer together you should be located in the line. While we want each person to understand the perspective of everyone in the group, it is most important to compare styles with the people you will be working with the closest.

As the facilitator... I will ask a series of questions. Each question poses a choice between 2 options. Generally, those options are relatively opposite of one another, and they are part of a continuum, not a yes/no statement. There are no right or wrong answers! After each question, I will ask everyone to move away from the center line in the appropriate direction and an amount equal to the strength of your answer. You can move as much or as little as you want, or even stay right where you are in the middle. Again, there are no right or wrong answers...this is not about judgement, it is about understanding.

**Let's start with an easy example:** Are you a fast eater or a slow eater? If you are a fast eater, please move to this side, if you are a slow eater, please move to the other side, and move as far off the center as you are fast or slow. If you are kind of medium, you can stay right where you are in the middle. Now the real questions. Facilitators should choose the ones that are most important and appropriate to your organization/situation. Generally, it works best to go from easy to more challenging:

- Would you prefer ice cream or fruit for a snack?
- Are you a morning person or a night owl? Do you like bugs and insects or are you afraid of them?
- Are you shy or outgoing?
- Do you need a lot of sleep or a little sleep?

- Are you easygoing or uptight?
- Do you prefer to lead or follow?
- Are you flexible or are you rigid?
- Do you enjoy being in the spotlight or do you prefer to be in the background?
- Are you highly organized or generally unorganized? Do you prefer to communicate in writing or by speaking?
- Do you prefer to talk or listen?
- Are you highly competitive or non-competitive?
- When you do a great job, do you prefer to be recognized publicly or privately?
- When you are tired, do you get impatient or do you get silly?
- When you have a problem, do you prefer to solve it on your own or collaborate with others?
- Do you have a thick skin or are you easily upset?
- When things don't go as planned, do you easily get stressed out or are you always relaxed?
- Do you avoid conflict or confront conflict?
- Do you easily accept criticism or do you get upset when criticized?
- When you are upset, do you keep to yourself or share with others?
- Do you get upset when others disagree with you or do you not care when others disagree with you?

**Debrief:** Reinforce that there are no right or wrong answers. Answers that are the same as students you work with does not guarantee that you will get along and not have any issues. The purpose of this exercise is to recognize and acknowledge the differences...Know where everyone stands...And when conflicts or differences do arise, be empathetic to the other person's point of view and think about how you can work to resolve the conflict quickly and easily. Learning the strengths and preferences of classmates, especially those with whom you will be working most closely, allows you to effectively divide responsibilities to take advantage of each person's strengths and preferences (example: Who will be the lead person early in the morning as opposed to at the end of the day?). To maximize the impact, at the end of the exercise, have students get together in the groups and spend time discussing what they learned about their classmates compared to themselves.

## Active Listening and Showing Empathy

First, introduce your students to the importance of active listening and the difference between sympathy and empathy. Here's a script you might want to use:

*"There are two kinds of support we can offer when we're helping someone: sympathy or empathy. In both cases, we can show that we are listening to someone by leaning our body*

*slightly forward and toward the person, by looking at the person's face and giving them our full attention while they are talking, and by nodding occasionally to show that we are hearing them. We can also keep a kind expression on our face and repeat to the person what we heard them say when the time is right. For example, you can say, "You're mad you have homework when you'd rather be hanging out." You can also say things like, "I'm so sorry."*

*But empathy takes sympathy a little further by showing how deeply we understand. Usually, this means that something very similar has happened to you and you really do feel what the person feels when you realize the situation they're in. You could say, "That happened to me once, and it made me so mad." Even if we haven't been in a similar situation, we can still feel and show empathy by looking at the situation the way another person sees it."*

Then, use [this handout](#) to practice active listening skills. Divide students into three groups and give each of them a different story from the handout. One student from each group will be the main character, and the rest of the group should act together as the "director," to help the student act out the emotion the person in the story might have.

After each group shows their depiction of the emotion, ask the rest of the class:

- What do you think the main character is feeling?
- What physical cues led you to that conclusion?
- Why is it important to know someone else's perspective?
- What could you do or say if you were a friend of the main character?

## POST-VISIT ACTIVITIES

### Roses and Thorns

Have students share a rose (something positive they learned) from the day. Have students share a thorn (something they want to focus doing better) from the day.

### Identity Charts

Students should think about words they selected in the rubbings section. Have students make a commitment on how they will be an upstander after they visit the museum using the upstander oath they created in the museum. Students can write an essay or create a poster to show this and then create upstander gallery in their classroom.

### Tribute to an Upstanders in the Lockers

You are now going to create a tribute to this person. A tribute is something that is done as an expression of esteem or praise.

There will be two sides:

Side 1: Create a certificate of accomplishment and your first and last name.

Side 2: Create your tribute - this can be quotes, a paragraph, pictures, information - whatever you'd like to put in that highlights and praises the activist's accomplishments, life, and goals.

### Profile each of the activists in the locker

Please have students complete "Choices" Activity Worksheet.

### Commercial

Create a video commercial about the museum. Highlight different areas of the museum that you found interesting or interesting. Why should kids come to the museum for a visit?

# "CHOICES" ACTIVITY WORKSHEET

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Directions:** Read about your upstander and answer the following questions

Who was your upstander? \_\_\_\_\_

How did he or she impact their community?

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What difficult choices did they make in order to help someone else?

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**Self reflection:**

Have you ever felt like an outsider? How did you overcome that?

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What do you think is the best way to motivate people to make a difference?

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What hopes and dreams do you have for your future? How will you make a difference?

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Give an example of a time when you or someone you know made a difference.

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Have you lived or travelled outside of your community? How did that change how you look at others?

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