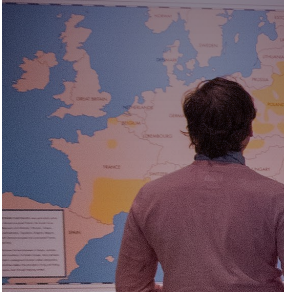




ILLINOIS HOLOCAUST MUSEUM
& EDUCATION CENTER

TEACHER-LED FIELD TRIP GUIDE

JEWISH PARTISAN ACTIVITY



Map showing Jewish partisan activity in Europe during the Holocaust.



JEWISH PARTISAN FIGHTING

During the Holocaust, many Jews fought back against their oppressors. Jewish partisans were members of underground resistance groups who fought against the Nazis in forests and ghettos across Europe.



THE BRNCA FAMILY COOP

The Brnca family was a Jewish family who hid in a secret hiding place in the forests of Poland. They survived the Holocaust through their courage and the help of their Polish neighbors.

Just
ous
's imp
Pisn
glotte
will
wher



“The Museum is place we Holocaust survivors can call home; a place that welcomes us to remember our past and honor our families; a place that speaks out against hatred. I invite you to our home to honor those who have helped create this special space.”

Fritzie Fritzshall

Holocaust Survivor, President Emeritus

Dear Teachers:

First and foremost, thank you for providing your students with the opportunity to visit Illinois Holocaust Museum & Education Center. We know that you have many choices for your field trip experiences, and we are glad you chose us. We know this is a big undertaking on your part, and that communication and preparedness are keys to a successful trip.

A visit to the Museum is meant to engage students and spark their interest. It offers a unique experience that cannot be replicated in the classroom. We are inspired by the tens of thousands of students and educators who engage in our field trip program. We know from testimonials and evaluations that they leave with an enhanced understanding of how the Holocaust impacted the lives of individuals, and what is possible when hatred, bigotry, and indifference are left unchallenged.

This Guide is a first step in giving you the planning support you need. Within it, you will find details on preparing for your visit, your arrival and tour, Museum and gallery maps, and a gallery guide for our core Karkomi Holocaust Exhibition. Please feel free to duplicate any pages as needed.

Lastly, we look forward to helping you with the logistical side of your trip. We are only an email or phone call away from answering your questions. Please don't hesitate to contact us.

We look forward to seeing you soon!

The Education Team

P: **847-967-4800** Email: fieldtrips@ilhmec.org

PREPARING FOR YOUR VISIT

For Teachers and Chaperones

- Expect your group journey through the Museum to take a minimum of 2 to 2.5 hours.
- Recruit chaperones. **The Museum requests student groups include one chaperone for every 10 students.**
- Before you arrive, divide students into groups of 20. Each group of 20 should have 2 chaperones.
- Give chaperones the names of students for whom they will be responsible.
- Name Tags: Make sure that every child and adult is wearing a name tag that includes name, pronouns, group designation (number, letter, etc.)
- Make copies of Museum map on pg. and distribute to your chaperones.

For Students

- Use the suggested pre-field trip activities to prepare your students for the field trip.
- Please review museum rules.

MUSEUM RULES

Every visitor has a right to enjoy a meaningful and educational visit to the Museum.

All visitors must pass through metal detectors and have their belongings scanned. For your safety, all items brought into the Museum are subject to inspection.

Please leave all coats, bags, and valuable personal belongings back at school or on the bus. It is a very short walk from the bus into the Museum.

Leave all food, beverages (*except bagged lunches for groups with Dining Hall reservations*) gum, candy, and pens in your bus or car. Pencils are allowed if connected to an on-site activity—worksheet, class notes, reflection diary, etc.

Please use inside voices. Screaming and yelling interrupts other tours and visitors.

Unless otherwise noted, photography without flash is allowed inside most Museum exhibitions, as well as in public, non-exhibition spaces (*i.e., lunchroom, lobby*) and outside the building.



“We dreamt of creating a place that would not only serve as a memorial to our families that perished, and the millions lost, but also where young minds could learn the terrible dangers of prejudice and hatred.”

Sam Harris

Holocaust Survivor, President Emeritus

ACCESSIBILITY AT THE MUSEUM

We want each visitor to have a memorable experience at our Museum and we are committed to making our programs, exhibitions, and facilities accessible for everyone by removing accessibility barriers, delivering a welcoming and relevant experience, and providing opportunities for meaningful engagement. Please notify the museum at the time you sign up if you have any students who require accommodations. Giving advance notice will make the visit more meaningful for all. Feel free to visit the Accessibility at the Museum page of our website to learn what support is available.

DIRECTIONS

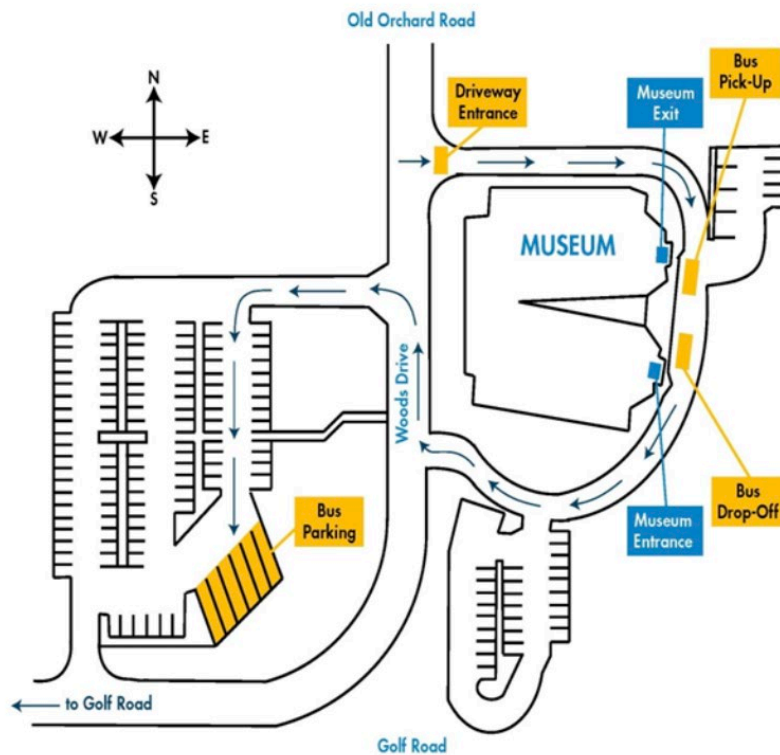
DRIVING - FROM THE SOUTH via I-294: Take the Tri-State Tollway (I-294) north to the Dempster St. east (US-14) exit. From the exit ramp, turn right onto Dempster Street (US-14). Drive east about 3.5 miles. Turn left onto Waukegan Road. Drive north about 1 mile. Turn right onto Golf Road. Drive east about 2 miles. Turn left onto Woods Drive. The Museum will be on your right.

DRIVING - FROM THE SOUTH 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.

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.

ON ARRIVAL

- Please arrive 15 minutes prior to your scheduled visit.
- 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 to check in with our Education team members. We recommend that your group remain on the bus while you check-in.
- **Groups who have reserved the lunchroom:** Lunches should come off the bus before your students. Lunches should be in boxes pre-divided by group. The boxes will be put on a cart and taken to the student dining hall. Please do not put lunches in large garbage bags. **Lunch space cannot be added day of tour. The space must be requested and reserved in advance.**
- Students should exit the bus in pre-divided groups, with their chaperones.
- After going through security, students should gather in their pre-assigned groups in the lobby with their chaperones. Students can use the bathrooms on the lower level and then begin their tours.
- 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. **Your bus driver will receive free admission.**



INSIDE THE MUSEUM

When neo-Nazis threatened to march in Skokie in the late 1970s, Holocaust Survivors around the world were shocked. They realized that, despite their desire to leave the past behind, they could no longer remain silent. In the wake of these attempted marches, Chicagoland Holocaust Survivors joined together to form the Holocaust Memorial Foundation of Illinois. They purchased a small Skokie storefront and made it available to the public, focusing on combating hate with education. Today, the 65,000-square-foot Illinois Holocaust Museum & Education Center that opened in 2009 is a culmination of 30 years of hard work by the Survivor community. As the second largest Holocaust museum in the country, the Museum contains 5 core exhibitions, temporary exhibition space, and reflection areas.

YOUR TOUR

Teacher-led visits allow students to explore the breadth of exhibitions available independently with their teacher/chaperone. There are seven (7) different areas of the Museum that you and your student can tour. They include in the following:

Karkomi Holocaust Exhibition seamlessly weaves history with moving narratives of local Holocaust survivors and eyewitnesses. More than 500 artifacts, documents, and photographs are displayed, including the Museum's anchor artifact – a German rail car of the type used in Nazi deportation.

Spagat Family Voices of Genocide Exhibition explores how and why genocide continues to occur across geography and time. Learn from survivors and descendants of genocides in Armenia, Guatemala, Bosnia-Herzegovina, Rwanda, and Burma.

Take a Stand Center's interactive galleries guide visitors through civil and human rights issues, providing inspiration and tools to create positive change.

The Act of Art gallery highlights art as a form of social action and activism. The gallery is comprised of the Museum's fine art collection and includes pieces that explore significant historical events from the lens of the artists and the messages they want to convey.

Make a Difference! The Harvey L. Miller Family Youth Exhibition explores social responsibility, civic engagement, and age-appropriate Holocaust history through hands-on learning activities that foster leadership skills and promote self-esteem.

Special Exhibitions throughout the year delve deeper into the history of the Holocaust and explore broader topics related to social justice and human rights. Please visit our website for updated temporary exhibitions.

Room of Remembrance pays special homage to the 6 million Jews murdered during the Holocaust through representative first names of victims inscribed on the walls in a moving tribute.

Docent Attendants

Throughout the Karkomi Holocaust Exhibition we have stationed docent attendants. We encourage you and your students to engage with them and ask questions.

Our attendants are life-long learners, educators, and ambassadors who share their passion for history, deliver accurate information, and are able to share powerful stories behind the objects and photographs displayed. They encourage exploration and interpretation of the exhibitions using methods of dialogue and inquiry.

Starting Points

We recommend each group of 20 students with their chaperones start in a unique starting point to avoid congestion throughout the Museum. Please print and distribute the two (2) maps on the following page.

The Museum recommends the following starting points:

MAIN LEVEL: Karkomi Holocaust Exhibition

Gallery 2: Jewish Life Before WWII

Gallery 7: Germany Invades and Occupies Europe

Gallery 21: Liberation

Gallery 29: Closing Film/Pritzker Theatre

LOWER LEVEL:

Take a Stand Center

Special Exhibitions Gallery

UPPER LEVEL (2nd Floor)

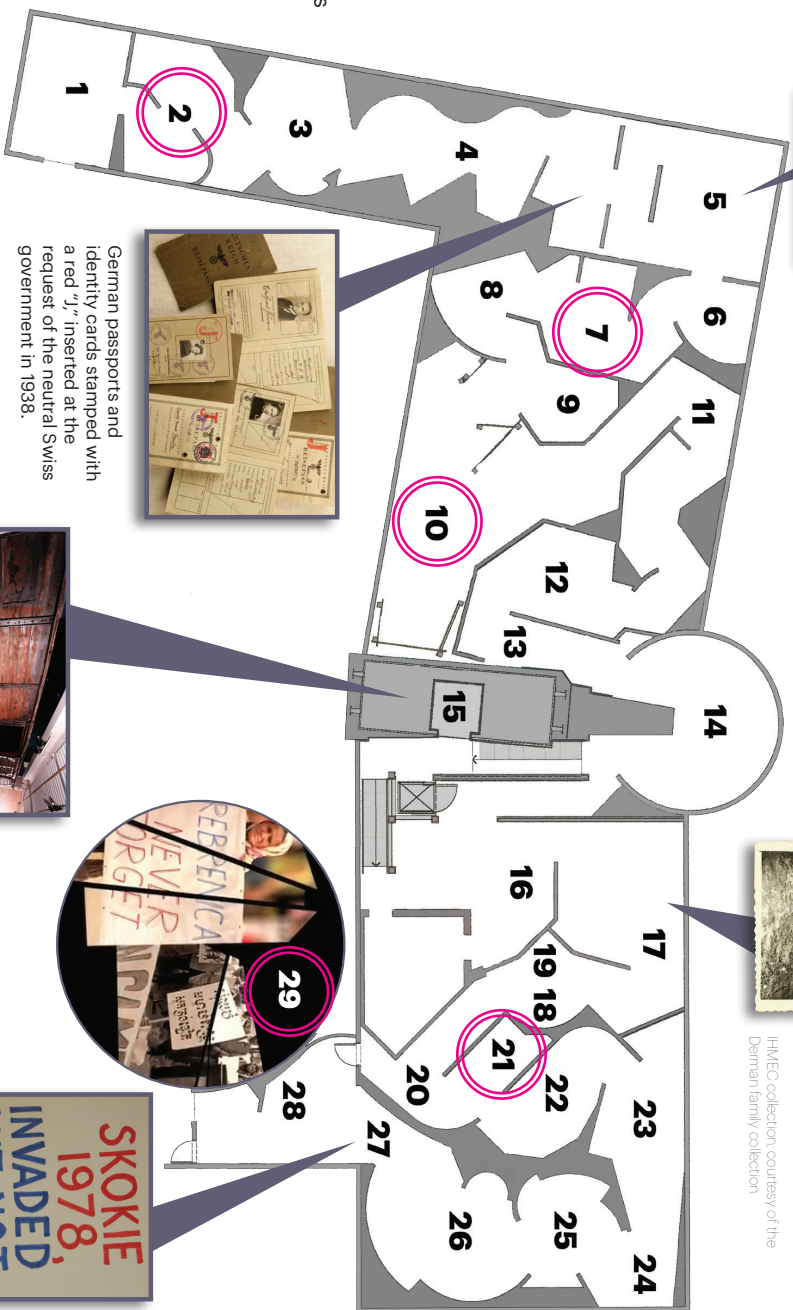
Spagat Family Voices of Genocide Exhibition

KARKOMI HOLOCAUST EXHIBITION

- 1 Introductory Film
- 2 Jewish Life Before WWII
- 3 Germany: A Fragile Democracy
- 4 Jewish Community Responds to Nazism
- 5 November Pogroms
- 6 World Response
- 7 Germany Invades and Occupies Europe
- 8 Mosaic of Victims
- 9 Nazi Ideology Spreads West
- 10 The Ghettos
- 11 The "Final Solution" Begins: Mobile Killing Units
- 12 The "Final Solution": Wannsee Conference
- 13 Deception
- 14 The "Final Solution": Deportation to Killing Centers
- 15 German Rail Car
- 16 Killing Centers
- 17 Jewish Armed Resistance
- 18 Rescuers
- 19 World Response
- 20 Death Marches
- 21 Liberation
- 22 Rebuilding Family and Community
- 23 Seeking Justice
- 24 Departure and Arrival
- 25 New Home: Israel
- 26 New Home: The United States
- 27 Skokie: A Community Responds
- 28 American Awakening/Freedom of Speech
- 29 Closing Film/Pritzker Theater



On the evenings of November 9 and 10, 1938, which have come to be known as Kristallnacht—the Night of Broken Glass—the Nazis staged vicious state-sanctioned, antisemitic riots against the Jewish communities in Germany and Austria.



German passports and identity cards stamped with a red "J," inserted at the request of the neutral Swiss government in 1938.

IHM/EC collection. Courtesy of the Seder family, Tom and Steve Ungar, and the Gideon family collection, and in memory of Bridget Gallagher and Cantor Leopold Fleischer and family.



Aron (Derezunski) Derman, escaped deportation and joined Jewish partisans, who were fighting in the forest; Poland, ca. 1945. IHM/EC collection, courtesy of the Derman family collection.



A German rail car of the type used in Nazi deportation sits in the center of the building.



Poster made in response to the proposed neo-Nazi march in Skokie. IHM/EC, courtesy of the Cheiak Family.



ILLINOIS HOLOCAUST MUSEUM
www.ilholocaustmuseum.org

KEY

- Coat Check
- Elevator
- Information Desk
- Men's Restroom
- Women's Restroom
- Stairs

VISITOR GUIDELINES:

- Cell phones must be placed on vibrate/silent.
- In the galleries, only pencils may be used for writing.
- No food, drinks, or gum are allowed outside of designated eating areas.
- Snacks and beverages are available in the Feis Family Lobby.

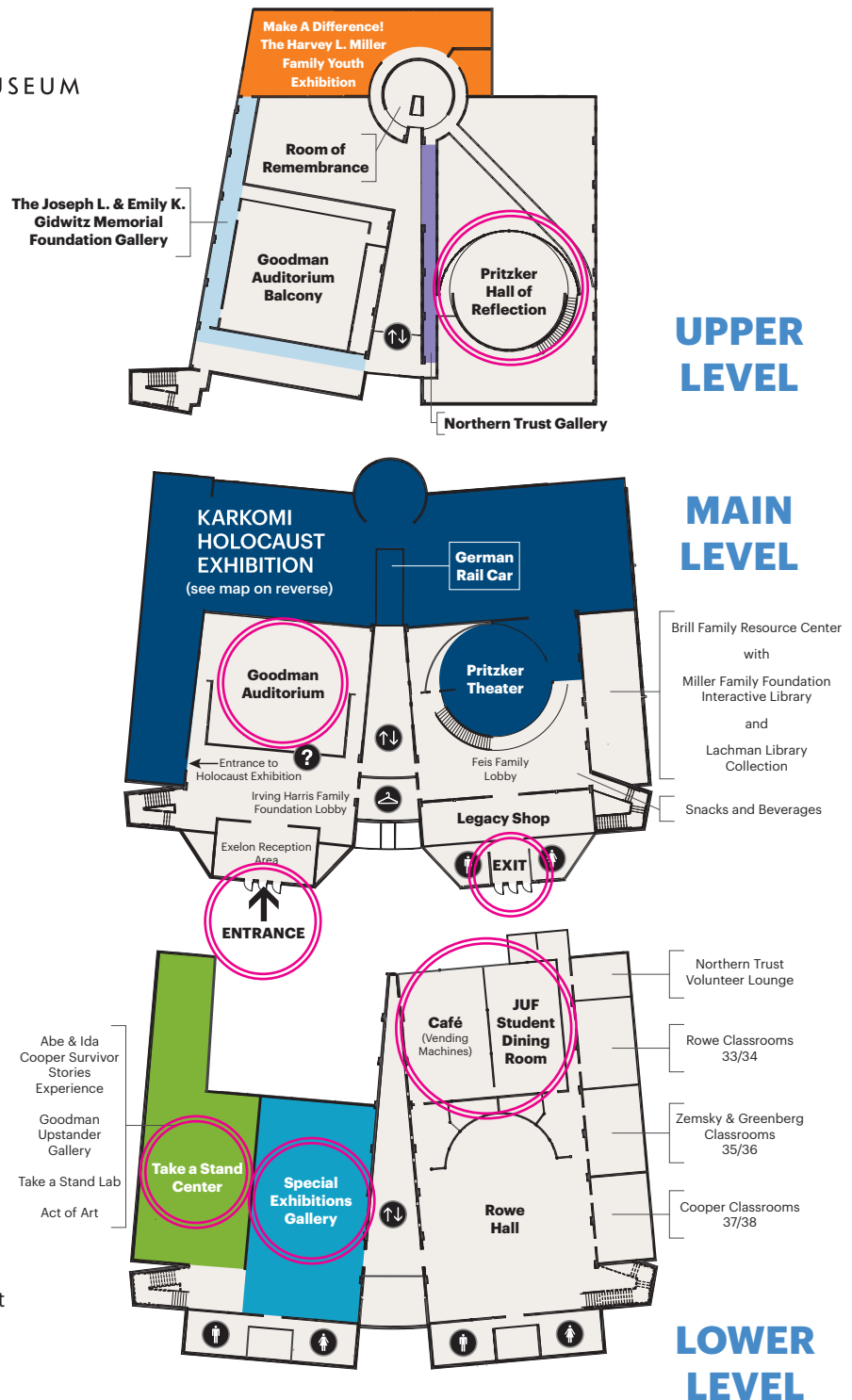
PHOTOGRAPHY:

- Photography is encouraged in all public areas of the Museum unless otherwise noted.
- Special exhibition photo rules vary. Please note whether there are "do not photograph" signs at the entrance to the galleries.

TELL US ABOUT YOUR VISIT



@ihmec #TAKEASTAND



GALLERY GUIDE

KARKOMI HOLOCAUST EXHIBITION: KEY QUESTIONS AND THEMES BY GALLERY

Before you start exploring the Karkomi Holocaust Exhibition, here is what you can expect.

This tour takes you on a journey back through time. You will see how the seeds of hatred and antisemitism were sown by the Nazis and their collaborators. You will see how, step by step, the Nazis dismantled Jewish people's rights and freedoms, passed laws to ban Jews from every aspect of life, and finally, how the Nazis perpetrated genocide.

Along the tour you will see personal artifacts, documents, and photographs from some of the few who survived, and learn about their stories of hope, courage, luck, resistance, loss, and ultimately, survival.

Below you will find an overview of each gallery in the Karkomi Holocaust Exhibition. You will also find connected questions we encourage you to ask your students along the way to deepen and enrich their learning. We encourage you to print this guide and make copies to distribute to your chaperones.



GALLERY 2: Jewish Life Before World War II

Jewish life and community before the war was diverse. Notice the walls on your right depicting photos of family, educational, and cultural life, while the walls on your left reflect religious life.

**Look at the photographs and artifacts on the walls.
What can you find that tells us how Jewish communities lived before the Holocaust?**

GALLERY 3: Germany: A Fragile Democracy

After losing World War I, Germany suffered an economic and social depression in the late 1920s that set the stage for the rise of Nazism and Hitler's ascent.

Hitler offered answers to a country filled with turmoil, marked by mass unrest and violent attempts to take over the government, which further destabilized the country's self-confidence. Hitler's answer was to look for scapegoats to blame for Germany's problems.

- **What is a scapegoat?**
- **What purpose do scapegoats serve for communities that have suffered some kind of misfortune?**
- **After viewing the large photographs on the wall, what can you tell us about the political and economic environment in Germany following WWI?**
- **How were conditions ideal for someone like Hitler and the Nazi Party to rise to power?**
- **For what events did the Nazis use Jews as scapegoats?**

GALLERY 4: Jewish Community Responds to Nazism, 1933-1938

The Nazi-led German government began passing the first anti-Jewish laws designed to rob Jews of their livelihood, including encouraging boycotts of Jewish stores. In the five years between 1933 and 1938, Germany enacted over 400 discriminatory laws and decrees against the Jews and other targets of Nazism. Some were harsh, others, hardly noticeable. They reflected and instituted Nazi ideology, such as the Nuremberg laws that defined who was Jewish and stripped Jews of their German citizenship. These laws were designed to ostracize Jews from public and civic life, like expelling Jewish children from schools. Their goal? To make life so uncomfortable that Jews would voluntarily leave Germany.

On the **jagged walls to your right** is the first wave of Nazi anti-Jewish laws used to isolate Jews. The **curved walls on your left** show the Jewish response, bending but refusing to break. Many still believed that life would return to normal.

- Explore the artifacts and photos on the curved wall to the left. Find examples of how Jews resisted and responded to what was happening during this time.
- What are the types of choices Jews had to make? Why did some leave? Why did others choose to stay?
- On the jagged wall to the right, find examples of how Nazis excluded Jews from German society. What are the consequences when governments use laws to exclude groups in a society?
- Find examples of propaganda used by the Nazis to dehumanize Jews. What might have been the effect of such dehumanization for both individuals and Jewish communities in Germany?



See the far wall ahead.

These are passports issued after 1938, when the Nazi government ordered all Jews in Germany to turn in their passports. The following January, new passports were issued, embedded with new information. If you look closely, you'll see Jewish men were given the middle name "Israel" and Jewish women the middle name "Sara." This was another effort to both dehumanize Jewish people and make them easily identifiable. It was another step in robbing Jews of their personal identity.



GALLERY 5: The November Pogrom/“Kristallnacht”

For two days, the Nazis unleashed an unprecedented assault on the Jewish communities of Germany, Austria, and the Sudetenland. These attacks became known as Kristallnacht—the “Night of Broken Glass.” With cooperation from the local population, police, and fire brigades, Nazis smashed windows, vandalized storefronts, burned down over 1,000 synagogues, and arrested 30,000 Jewish men and sent them to concentration camps. Panic-stricken, Jews searched for countries of refuge, but many had already closed their borders. This night is often considered the end of the beginning, and the beginning of the end, as it marked a new phase in the Nazis’ assault against European Jewry. Kristallnacht was the first time overt violent action was taken against Jews based solely on religion, starting the genocide that is the Holocaust.

- Based on what you have learned, what actions during the period 1933-1938 made the November Pogrom possible?
- What led to the escalation of violence to this degree?
- Where do you find examples of changing attitudes and treatment toward Jews?



GALLERY 6: World’s Response 1933-1939

Newspapers, headlines, and dates are displayed in this area highlighting the coverage of Nazi violence. Kristallnacht convinced Jews of the need to emigrate. Look at the wall of papers behind you. Restrictions from many countries, financial roadblocks, and German bureaucracy created obstacles to get out of Germany. Explore the gallery and find evidence that the world knew about the environment and events in Germany.

- What examples can you find of the obstacles to both emigration and immigration that Jews faced?
What responsibility does a country have to help those from another country who are facing danger?

GALLERY 7: Germany Invades and Occupies Europe

On September 1, 1939, Germany invaded Poland. Two days later, France and Britain declared war on Germany. World War II had begun. The Nazis conquered neighboring countries with two objectives: Lebensraum—living space for the “superior” Aryan population—and racial domination of non-Aryans.

The video on the wall illustrates how rapidly the Nazis advanced and occupied Europe. **The lower right screen** shows the number of Jews living in Nazi-controlled areas.

- Watch the video map. What significant challenge does the occupation of Europe present for the Nazis?

GALLERY 8: Mosaic of Victims

The Nazis targeted millions of individuals belonging to communities who were categorized within an array of real and perceived social, biological, racial, ethnic, religious, and political groups. Targeted groups included, but were not limited to: Jewish people, people with intellectual, physical, or emotional disabilities; Sinti and Roma; Black people; Jehovah’s Witnesses; political dissidents; LGBTQ+ people; Slavs, including Poles and Soviet prisoners of war; people with criminal records; and other marginalized communities the Nazis pejoratively called “asocials.” For some individuals targeted by Nazi policy, these real or perceived identities overlapped.

The tiled wall shows a sanatorium, where the Nazis’ first victims of systematic gassing —German people with disabilities—were killed. You can see the smoke billowing from one of the building’s chimneys. The Nazis claimed that those who were disabled were a drain on the state. Calling it euthanasia, or “mercy death,” rather than murder, helped them justify these atrocities.

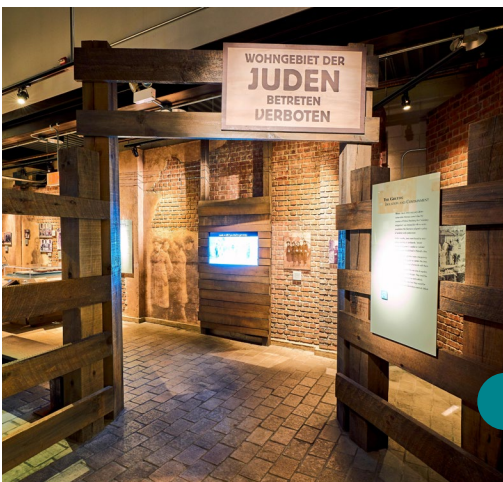
- Who were some of the groups of people targeted during the Holocaust?
- How did the Nazis misuse science to justify the killing of people with disabilities?



GALLERY 9: Nazi Ideology Spreads West

By occupying Western Europe, the Nazis used both military force and the cooperation of local populations to rapidly implement anti-Jewish laws that had taken years to establish within Germany. In the spring of 1942, the Nazis forced Jews in Western European countries like Belgium and the Netherlands to wear yellow Stars of David on their clothing as identification. Note the yellow Stars of David and **look behind the bookcase that replicates the secret entrance** to where Anne Frank’s family and others hid.

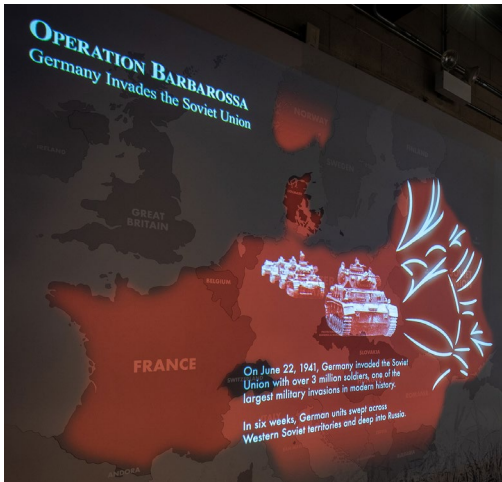
- Find examples of the measures Nazis took to increase the isolation of the Jewish population in the West. Where do you see examples of resistance or response Jewish people took to defy Nazi policies?



GALLERY 10: The Ghettos

More than two million Jews came under German control after the invasion of Poland. Realizing that “voluntary emigration” was impossible with so vast a population, the Germans adopted a policy of isolation and containment. For the Jews, ghetto life was one of squalor, hunger, disease, and despair. Yet even in the darkness of the ghettos, with the most limited resources, many Jews actively strove to maintain their dignity and humanity through cultural and spiritual resistance. **Notice the sloping cobblestone floor** as you descend further into the exhibition.

- What do the artifacts and photographs tell you about the conditions in the ghettos?
- What measures did the Nazis take to isolate the Jewish community from the rest of the population?
- Explore the gallery, what different types of resistance are reflected?
- Why do you think Jewish people would risk their lives to sustain customs and traditions, or even cultural expression – such as music and writing?
- Why would this be considered a form of resistance?



GALLERY 11: Holocaust in the Soviet Union

Germany’s invasion of the territories of the Soviet Union added more than five million Jews to those under Nazi control. The Nazis were no longer satisfied with their policy of ghettoization and implemented a plan that called for the mass murder of all Jews, which became known as the “Final Solution.” Three thousand members of the *Einsatzgruppen* (mobile killing squads) were sent from town to town to confiscate property and then systematically murder Jews, Roma, and others in mass shootings. Look at the illustrated maps on the wall showing the invasion of the Soviet Union and the killing sites.

- Why do you think this looked different than the invasion of Western countries?
- Look for artifacts that tell the stories of Jewish people who lived in the Soviet Union. What stories do they tell?

GALLERY 12: The Wannsee Conference

On January 20th, 1942, in a villa on the outskirts of Berlin, the Wannsee Conference convened to work out the logistics of the “Final Solution to the Jewish Question.” Nazis believed that a more industrialized and efficient method of killing was needed—the work of the *Einsatzgruppen* proved to be inefficient. It took too long, required too many bullets, and took a psychological toll on the killers.

The minutes of the Wannsee Conference recorded that: “Due to the war, the emigration plan has been replaced with deportation of the Jews to the east, in accordance with the Führer’s will.” As a result of the meeting, plans were solidified for the network of killing centers where millions of European Jews were deported to their deaths.

Nearby you can read about the 15 men who attended the conference. Pay special attention to their professions – many were trained to help people before the war. The chart on the left wall traces the number of Jews (11 million total) who were targeted in occupied Europe and in countries yet to be conquered.

- What does this chart on the wall suggest about the Nazi’s plans?
- Why is this important to note?

GALLERY 13: Deception

Deception was a major tool used by the Nazis and their collaborators to mislead victims and the world. The glass wall features several different euphemisms used by the Nazis to mask their intentions.

- **How could deception play an important role in the Holocaust?**
- **In what ways do you think the Nazis wanted to mislead people?**

GALLERY 14: Deportation to Killing Centers

This semi-circular area marks the transition between the two buildings of the Museum. Here, **Survivors share their personal accounts** of deportation. Jews would be rounded up from the ghettos and made to prepare for their ‘resettlement’ taking with them a few of their most valuable possessions if they were able. Freight and passenger trains were used for the deportations – prisoners were sealed inside with little or no room to sit or lay down. No food or water was provided for those on the trains, which were intensely hot during the summer and freezing cold during the winter. Aside from a bucket, there were no sanitary facilities, adding to the indignity faced by those being deported. Journeys often lasted several days, and sometimes they took a few weeks. Many of those packed onto these trains died during the journey to the camps through starvation or overcrowding.

- **How do the survivors describe the sights, sounds, and the pace of activity during deportation?**



GALLERY 15: Railcar

This railcar is similar to the tens of thousands of rail cars the Nazis and their collaborators used to transport Jews to ghettos and camps throughout occupied Europe. The railcar might hold between 80 to 100 people for days. Take a few moments to look at the railcar.

You may choose to go up the ramp to rail car or use the smaller ramp to the left to continue your tour.

GALLERY 16: Camps

Between 1933 and 1945, more than 40,000 camps and internment sites were established in Nazi occupied Europe. To facilitate the “Final Solution”, specialized camps were developed with a goal of mass murder. Many of these killing centers used gas chambers and crematoria, like the model in the middle of this room. Families were separated after arrival, and individuals were selected to work or die.

Look at the display of shoes from the camps, a stark reminder of the millions of people murdered during the Holocaust. Find the striped uniform in the case. This is an authentic uniform from a concentration camp. In the camps, prisoners didn't have a name, just a number on their uniform. The chart nearby outlines the complex system of badges the SS used to identify why each prisoner was incarcerated.

- Explore the gallery. Why do you think the Museum chose to display one of each item, e.g.: shoe, bowl, spoon, rather than a large pile of objects?

GALLERY 17: Jewish Armed Resistance

As deportations and rumors of killing centers increased, Jews realized survival was almost impossible. They began to organize for an ultimate armed struggle against the Nazis, despite unequal resources, strength, and opportunities. Resistance in the ghettos, forests, and killing centers was meant to exact vengeance on the Nazis, and for Resisters to die fighting with honor.



The ghetto uprising space, comprised of brick walls and archways, evokes an underground bunker occupied by resistance fighters. The last letter written by a young Jewish Commander inside the Warsaw Ghetto is projected on the wall. Notice the immersive forest of architectural trees as you enter the Bielski partisan camp and read excerpts from the diary of a young partisan fighter. The third gallery on resistance is quiet and stark, focusing on the revolts at Sobibor, Treblinka, and Auschwitz-Birkenau killing centers.

- What forms of resistance do you see?
- What choices did some individuals make?
- Why is it important to learn about Jewish armed resistance?
- Why did many choose to resist even when defeat or death was certain?



GALLERY 18: Rescuers

Look at the left wall and observe several rescuers - including a diplomat, a businessperson, and a young teenage girl - who represent the exceptional few throughout occupied Europe who risked their lives to save Jews. One rescuer, Chiune-Sempo Sugihara, Acting Consul for Japan in Kovno, Lithuania, issued over 2,100 visas to Polish refugees, most of them Jews, despite cables from the Japanese foreign ministry that requested he follow stricter procedures.

- Who were rescuers?
- Who were collaborators?

- Why do you think rescuers did what they did?
- What is the importance of sharing the stories of the ‘righteous’ and other rescuers?
- To what degree were individuals, groups, and nations complicit in the Holocaust?

GALLERY 19: Death Marches

As the Allied armies advanced and Nazi defeat was inevitable, thousands of prisoners were forced to evacuate camps in the East on death marches toward the interior of the German territory. Thousands died of exhaustion and exposure. Note the map on the wall ahead. It’s easy to forget that the artifacts and photos you have been seeing are from the few people who survived the Holocaust. This map puts this into focus. Take a moment to look at it. It shows the Jewish population of European countries in 1939, at the start of the war, compared to the number of Jews killed in those countries by the end of the war in 1945. Two out of every three Jewish people in Europe were killed.

- What do you think was the Nazis’ goal(s) in carrying out the death marches?



GALLERY 20: Liberation

Allied forces who had come to defeat the Nazis did not expect to liberate prisoners. These battle-weary soldiers could not begin to imagine the horror of the camps nor the condition of those imprisoned in them. The floor below contains authentic artifacts and replicas of Nazi paraphernalia; walking on it represents the “stomping out” of Nazism.

- What do you think “liberation” meant to the survivors?
- How do you think they felt?
- What do you think were some of the hardships of liberation?

GALLERY 21: Rebuilding Family and Community

The joy of liberation was mixed with the heartbreaking realization that many had not survived. Many lost their homes and have nowhere to go. Millions of Jews were put into DP, or Displaced Persons, camps.

- Explore the artifacts and photos.
- What are some of the struggles survivors had after the war?
- What was life like in the DP camps?
- What choices did the survivors have to rebuild their lives?

GALLERY 22: Seeking Justice

The Allies put on trial 22 of the top living Nazi officials. The trial lasted nearly a year. Find the large black and white photo of the trial on the wall to your right. Trials of other perpetrators, including doctors, judges, business leaders, and members of the Einsatzgruppen, followed. Many of those found guilty received short prison sentences or no penalty at all. But for many, justice was never served. Tens of thousands of perpetrators and collaborators returned to their homes after the war to lead normal lives and never faced prosecution.

- Explore the gallery. What is justice?
- Is punishment necessary to achieve justice?
- Can justice be possible in the aftermath of atrocity?
- How can you achieve justice when only the leaders are convicted of the crimes?
- Is there a statute of limitations for when justice can be served?
- Should trials of perpetrators of the Holocaust be continuing today?

GALLERY 23: Departure and Arrival

The right wall contains artifacts of Jews immigrating to Israel, which was British-controlled Palestine at the time. The left wall shows Jews sailing to and arriving in America. Continue around the corner to the next two galleries. Survivors were an integral part in the birth of the State of Israel and contributed to mainstream American culture.

- View the walls of naturalization certificates and pull out the drawers to see items from four Survivors' new lives in America. Open up the drawers of items.
- Who stands out to you and why?
- How did the survivors' lives change after immigration?



GALLERY 24: We Are Ready

An American neo-Nazi group requested a permit to march through Skokie, Illinois, home to one of the largest populations of Holocaust survivors in the world. A long and now-famous legal battle followed, putting the First Amendment and the right to assemble at center stage, which went all the way to the United States Supreme Court. The march did happen two years later, in Chicago, not Skokie. For survivors, the threat of the march became a call to action. Many began to speak out against the threatened march, resisting the prospect of hatred coming to their new home. And this time, they were supported by community members from all backgrounds and religions. These actions sowed the seeds of an idea to establish a Holocaust Museum in Skokie, to use education to combat hatred and bigotry. Look above to see posters from the marches in 1977-78.

- Why did the attempted neo-Nazi march motivate survivors to speak about their experiences?
- Why is it important to study the Holocaust today?
- Why do survivors share their stories?

GALLERY 25:

American Awakening/Freedom of Speech

In the decades following World War II, American awareness of the Holocaust grew steadily. View the wall of key events that brought the Holocaust to the forefront of political and ethical consciousness, nurturing Holocaust museums and memorials worldwide and preserving eyewitness testimony.

GALLERY 26:

Pritzker Theatre Closing Film

The exhibit closes with a short film emphasizing the importance of learning from history and continuing to work towards the promise of “never again.”

- **What lessons can we learn from the Holocaust and contemporary genocides?**



**ILLINOIS HOLOCAUST MUSEUM
& EDUCATION CENTER**

Take history to heart. Take a stand for humanity.