

Every Student Initiative Field Trip: Eighth Grade



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The Every Student Initiative (ESI) aims to bring every student in the Central Illinois area to the Peoria Riverfront Museum every year. To help us achieve this goal, Polly Barton, the wife of former Caterpillar CEO Glen Barton, made a substantial contribution specifically to help bring the Peoria Public Schools Kindergarten through 8th grade students to the Peoria Riverfront Museum. Since the museum is an educational organization whose goal is to inspire lifelong learning, matching the Peoria Public Schools' curriculum to support their educational goals is very important. Through visits to specific exhibits, planetarium shows, and Giant Screen Theater educational films, the Peoria Riverfront Museum hopes to inspire students to further develop their knowledge of topics outlined in the curriculum per their grade level.

INCLUDED IN YOUR E.S.I. FIELDTRIP:

- Transportation to and from your school
- Pre-Visit Video
- Brief staff welcome and orientation upon arrival at the museum
- 3 hour visit to the museum's galleries, and either the DOME Planetarium or the Giant Screen Theater as best pertains to your specific curriculum
- Pre & post visit materials for teacher use
- Pre, during, and post visit student activities customized for your trip

Greetings,

We are very much looking forward to your visit to the Riverfront Museum! To ensure the best possible experience for your group, please review the following information prior to your visit.

Since your class will be joining us for an Every Student Initiative field trip, your educator's guides, and pre/post visit activities are all included in this packet, and can also be found on the PSD150 website. If you have questions about any of the information seen here, please contact us and we will happily assist you.

Arrival/Check-In:

- Please **confirm your final numbers** (students & chaperones) with Holly Johnson **5 days prior** to your visit.
- Do your best to **ARRIVE ON TIME!** Tours are carefully scheduled, and arriving on time makes the day go easier for both you and your students.
 - "On Time" is defined as arriving **5-10 minutes before your first scheduled program** to allow for transition time (e.g.: check-in, bathroom breaks, etc.)
- Upon arrival, one leader should check in at the front desk to report the final tally of students and adults and to pay for the field trip. It is important that you know your total numbers before coming to the front desk. This will ensure your group starts promptly at your designated time.
- Rolling bins will be provided to your group upon arrival to store items like sack lunches and/or coats. We cannot provide cooling or heating services for lunches.
- A museum host/educator will greet the group in the lobby and give a brief orientation

Bus Loading/Unloading Zones:

- Buses can load and unload at the front entrance of the museum at 222 SW Washington Street. There is a drop-off lane directly in front of the museum.
- There is no on-site bus parking; buses can park under the Bob Michel Bridge.
 - A bus driver map is available online, or at the front desk.





Group Orientation:

- Upon your arrival at the museum, a staff member will briefly explain the museum rules, review your group's specific schedule, and provide chaperones with maps, activity sheets, and gallery guides as needed.

Chaperone Policy:

- Peoria Riverfront Museum recommends one chaperone for every five students; all attending adults are considered a chaperone.
- Chaperones arriving separately can park in the museum parking deck for free.
- All chaperones should be made aware of the tour's itinerary.
 - Chaperone guides are available on the museum's website; please make use of these.

Museum Rules:

Our goal is to provide a successful learning environment for all students. **You can help to create that environment by clarifying our behavioral expectations with your students both before you arrive AND by helping us enforce those expectations during your visit.** During your group orientation, a staff member will remind your students of the following rules:

- Walk in the museum. No running.
- Use indoor voices.
- Many of our exhibits are "hands-on," but some are not. We'll help your students to know the difference.
- No food, drink, candy or gum in the galleries.
- Respect others in your group as well as other museum visitors and staff.
- Teachers and chaperones must stay with their groups at all times.
- Photography is permitted in some galleries. Please ask your host for details.

Eighth Grade Field Trip, Element 2: History—World War II



A WORD FROM TOM BROKAW

D-Day, the invasion that set the stage for the end of World War II, was the greatest military assault in history, an audacious combination of ground, sea and air forces to gain victory in the greatest war the world had known. Led by the Americans with British and Canadian forces side by side the invasion faced heavily fortified German positions all along the Norman coastline, the Atlantic Wall. It was a murderous day as the allies stormed ashore on beaches called Omaha, Utah, Juno, Sword and Gold or dropped from the skies as paratroopers behind enemy lines. Within the French countryside French resistance fighters were invaluable as allies as well. From the sea an Armada of war ships unloaded men and materiel while turning their big guns on German positions. For a time it appeared the invasion might fail but it did not and the world was saved. June 6, 1944, will live forever as testimony to military genius, combat bravery of the highest order and the commitment of free people to defeat the ravages of tyranny.

June 6, 1944, a day to ponder and honor forever.

-Tom Brokaw, Narrator

AMERICA'S ISOLATIONISM

Post-Visit Activity Objective:

After having completed this activity designed by the NASA education team, students will have a better understanding of the challenges associated with space exploration.

Official *D-Day: Normandy 1944* Educator's Guide:

http://www.dday-normandy1944.com/doc/D-DAY_EducatorsGuide_300dpi.pdf

To begin the activity:

During our upcoming field trip to the Peoria Riverfront Museum, we will be continue learning about World War II and the Holocaust. At the museum, we will spend time at the Peoria Jewish Federation's Holocaust Memorial, explore their newest exhibit BICENTENNIAL EXHIBIT'S NAME HERE, and watch the educational film *D-Day: Normandy 1944*. To help us prepare for our visit, we will be taking a closer look at the United States' policy of Isolationism, and why it took us almost three years to enter the war.

Information to share with your students:

Isolationism refers to America's longstanding reluctance to become involved in European alliances and wars. Isolationists held the view that America's perspective on the world was different from that of European societies and that America could advance the cause of freedom and democracy by means other than war.

American isolationism did not mean disengagement from the world stage. Isolationists were not averse to the idea that the United States should be a world player and even further its territorial, ideological and economic interests, particularly in the Western Hemisphere.

The year 1940 signaled a final turning point for isolationism. German military successes in Europe and the Battle of Britain prompted nationwide American rethinking about its posture toward the war. If Germany and Italy established hegemony in Europe and Africa, and Japan swept East Asia, many believed that the Western Hemisphere might be next. Even if America managed to repel invasions, its way of life might wither if it were forced to become a garrison state. By the autumn of 1940, many Americans believed it was necessary to help defeat the Axis — even if it meant open hostilities.

Many others still backed the noninterventionist America First Committee in 1940 and 1941, but isolationists failed to derail the Roosevelt administration's plans to aid targets of Axis aggression with means short of war. Most Americans opposed any actual declaration of war on the Axis countries, but everything abruptly changed when Japan naval forces sneak-attacked Pearl Harbor on December 7, 1941. Germany and Italy declared war on the United States four days later. America galvanized itself for full-blown war against the Axis powers.

AMERICA'S ISOLATIONISM

The isolationist point of view did not completely disappear from American discourse, but never again did it figure prominently in American policies and affairs. Countervailing tendencies that would outlast the war were at work. During the war, the Roosevelt administration and other leaders inspired Americans to favor the establishment of the United Nations (1945), and following the war, the threat embodied by the Soviet Union under Joseph Stalin dampened any comeback of isolationism.

The postwar world environment, in which the United States played a leading role, would change with the triumph of urban industry and finance, expanded education and information systems, advanced military technology, and leadership by internationalists. A few leaders would rise to speak of a return to America's traditional policies of nonintervention, but in reality, traditional American isolationism was obsolete.

<http://www.u-s-history.com/pages/h1601.html>

More Information:

Infographic to Share:

<http://www.history.com/topics/world-war-ii/d-day/infographics/d-day-by-the-numbers>

On D-Day, June 6, 1944:

<https://www.army.mil/d-day/>

On D-Day: Normandy 1944 the Movie:

<https://www.youtube.com/watch?v=nwwDlVvV-NM>

On WWII:

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005137>

<https://www.britannica.com/event/World-War-II>

<http://www.history.com/topics/world-war-ii/world-war-ii-history>

AMERICA'S ISOLATIONISM

Note: This activity is meant to be supplementary to an ongoing unit on WWII. Before attempting this activity, students should already be moderately familiar with the causes and events of WWII and the Holocaust. This activity will help students to understand what isolationism was, and the role it played in delaying America's participation in the war.

Opening Discussion Questions:

*These are only suggested questions/topics. Feel free to expand or replace any of these with questions more appropriate to where your class is at in your WWII unit.

- What do you think "isolationism" means?

Answer:

- What do you think some of the reasons were for America's adoption of an isolationist foreign policy?

Possible answers:

- What do you think would be pros and cons of isolationism?

Pros:

Cons:

- What was the event that caused America to finally get involved in World War II?

Answer:

Supplies:

- Political Cartoon worksheets (pages 10-15)

Instructions:

1. Spend some time with your students discussing isolationism using some of the questions listed above.
2. Divide your class into three groups (you can opt for smaller groups if you prefer).
3. Pass out one political cartoon worksheet to each group and designate a scribe or writer for each group.
4. Students should work together to answer the questions on the backside of their political cartoons.
5. After students have been given adequate time to answer the questions on their worksheet, open a class discussion on those same questions. Allow students to share their thoughts and ask follow up questions.

Conclude the activity:

Something goes here too.



Ho Hum! No chance of contagion.

By Dr. Seuss

Name: _____

AMERICA'S ISOLATIONISM

1. In your own words, what is Isolationism?

2. Describe what you see in this cartoon? Who is in each bed? What is going on in the picture?

3. If you were healthy, but sleeping in a bed right next to someone who was really sick, what would you be worried about?

4. What does the caption, "Ho Hum! No chance of contagion," mean?



Name: _____

AMERICA'S ISOLATIONISM

1. In your own words, what is Isolationism?

2. Describe what you see in this cartoon? What is going on in the picture? What do the trees represent? What do the two animals represent?

3. If you the Uncle Sam bird, would you be relaxed, or would you be nervous? Why?

4. What does the caption, "Ho Hum! When he's done pecking down that last tree I'm sure he'll quite likely be tired," mean?



Name: _____

AMERICA'S ISOLATIONISM

1. In your own words, what is Isolationism?

2. Describe what you see in this cartoon? What country are the people supposed to be from?
What is going on in the picture?

3. Do you think the cartoon artist approves of isolationism? Why or why not?

4. What does the caption, "Forget the terrible news you've read. Your mind's at ease in an ostrich head." mean?

Eighth Grade Field Trip, Element 1: History—Anne Frank’s Legacy

TEACHER GUIDE TO *PEORIA HOLOCAUST MEMORIAL*



Our human minds continually search for creative solutions to new challenges. The Peoria Holocaust Memorial – a collection of 11 million buttons, 6 million for the Jewish victims of the Holocaust and 5 million for other enemies of the Nazi state – is one of the most unique remembrances of and lessons on this tragic, horrific and cruellest extermination of human life. After changes at the original location of the Memorial, a conversation began about seeking a new site that would promote ever greater awareness. The search ignited a remarkable discussion about creating the ultimate learning and historic experience in one location.

The Peoria Riverfront Museum was ultimately chosen. The Museum has opened doors for local, national and world audiences engaging in lifelong learning, and now that mission will grow with the addition of the Peoria Holocaust Memorial. An unused section of the Museum grounds proved to be the perfect size and setting for the relocation of the Memorial – as if it were *bashert* (destiny) – meant to be. Many individuals and groups worked on the first memorial to make it a reality, and as a result, hundreds of thousands of visitors saw the unique display of stars and triangles filled with buttons of every size, color and shape, each representing a human life extinguished by the Nazi regime.

Now the “Button Project” idea – conceived in 2001 and delivered in 2003 with the opening of the original Peoria Holocaust Memorial – is preparing for a momentous rebirth. A new generation is joining the evolved mission to keep the message alive and in front of countless more visitors. The deepened commitment to educating people about the horrific consequences of intolerance, bigotry, hatred and prejudice is even more relevant today in a world that struggles with these issues.

Visit <http://www.peoriaholocaustmemorial.org/> for more details or additional educational materials.

Eighth Grade Field Trip, Element 1: History

TEACHER GUIDE TO *Celebrate Illinois: 200 Years in the Land of Lincoln*



Celebrate Illinois: 200 Years in the Land of Lincoln

This spring, the Museum will be first in the state to host an Illinois Bicentennial exhibition, *Celebrate Illinois: 200 Years in the Land of Lincoln*, opening Feb. 3, 2018. As part of the state-wide celebration of the 200th anniversary of Illinois becoming a state, Peoria Riverfront Museum is bringing together this unique exhibition which is a collection of state-wide artifacts celebrating the state's influential people, places, and innovations in Illinois history.

The exhibition will showcase objects on loan from the National Park Service/Lincoln Home National Historic Site, Smithsonian American Art Museum, Abraham Presidential Library and Museum, Illinois State Museum, Knox College: Archives, and Galesburg Colony Underground Railroad Freedom Center.

Lincoln himself, as a 31-ft. painted bronze sculpture, is ushering in the exhibit. The 19-ton "Return Visit" sculpture by artist Seward Johnson was installed on the museum's Water Street side Sept. 19 with the help of 20 Central Illinois individuals and businesses, and is on loan for a year by the Seward Johnson Foundation.

Through a selection of artifacts, from the Museum's collection, as well as others borrowed from colleges, professional organizations, other museums and historical societies, visitors will have the chance to discover the 200 years of Illinois history through each object.

Celebrate Illinois is being curated around the concept that objects tell stories, and behind each object is a person with a unique story to tell – a personal insight into the history of Illinois. The objects will highlight both well-known and lesser-known artists, innovators, abolitionists, U.S. Presidents, athletes, entrepreneurs, war veterans, and a few celebrities.

The exhibition is a unique opportunity for Museum visitors to find inspiration in the number of people and objects that have positively impacted the state's history.

World War II on the Home Front: Civic Responsibility

From Smithsonian in Your Classroom

Post-Visit Activity Objective:

After having completed this activity, students will be able to distinguish between personal and civil responsibilities, and explain the importance of civil responsibilities for the public good.

To begin the activity, share the following information with your students:

During our field trip to the Peoria Riverfront Museum, we explored the galleries, visited the Peoria Jewish Federation Holocaust Memorial, and watched the film *D-Day: Normandy 1944*. While there, we also learned about the history of the state of Illinois, including some of our greatest innovations and achievements as a state. During WWII, the American home front, including people in Illinois, was made up of men and women looking to preform their civic responsibilities to help the United States win (and end) the war. Today, we will take a look at what it means to have and fulfill civic responsibilities.

Link to the Smithsonian's Civil Responsibilities activity guide:

http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf

About the state of Illinois' involvement in WWII:

http://www.cyberdriveillinois.com/departments/archives/teaching_packages/illinois_at_war/home.html

<http://www.lib.niu.edu/1995/ihy950449.html>