

# EDUCATION CATALOG

*Holocaust Museum & Cohen Education Center*

2020-2021

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Activities designed so students can understand the history & lessons of the Holocaust.



Holocaust  
Museum &  
Cohen Education Center

Educators,

We are so pleased that you have chosen the Holocaust Museum & Cohen Education Center to assist you in teaching your students the history and lessons of the Holocaust. Together we can meet the State of Florida mandate on Holocaust education and inspire your students to make connections between history and today.

In this Catalog, you will find helpful information about all of the programs and traveling exhibits we offer. These include opportunities to host a PopUp Museum at your school or site, options for visiting our Museum, available opportunities for us to visit your classroom, and more.

Please consider these programs for your classroom and allow us to be a guide and resource in Holocaust Education. With your help, we honor our mission statement to teach the lessons of the Holocaust to inspire action against bigotry, hatred, and violence.

Please contact Sam Parish, [sam@hmcec.org](mailto:sam@hmcec.org) or 239-263-9200 ext. 206 for scheduling or with questions. If you know that you would like to include our Museum's resources in your teaching of the Holocaust, please contact us as soon as possible. With advanced notice availability will be more likely for booking the program and dates of your choice, as our school calendar fills up early.

Thank you,

James 'Sam' Parish

Director of Operations/Education Specialist

The Holocaust Museum & Janet G. & Harvey D. Cohen Education Center

Our Business Sponsors:



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For Lesson Plans for details including Learning Objective, duration, Florida and Anchor Standards met, Higher Order Thinking Questions, Teaching Differentiation Strategies, Vocabulary words and more contact the Museum.

# POPU MUSEUM

Host a version of the Holocaust Museum & Education Center of Southwest Florida at your school, library, museum, or other site. Save on travel and other costs and let Museum Staff handle logistics, setup, and breakdown of our PopUp Museum. We will set up your PopUp Museum, laying out artifact and optional panel exhibits to augment the History & Memory panels and the local Survivor/Liberator portraits.

## What is a PopUp Museum?

The Holocaust Museum has taken its renowned exhibit and consolidated it into a series of foam wall panels. The light, easily transportable panels teach the scope of the Holocaust from Germany between the World Wars, through to Liberation, the end of World War II, and the creation of the word *genocide*. When able, we include a local component to the larger story.

Add to that a series of black and white, professionally photographed portraits of local Holocaust Survivors and camp Liberators, some of which come with a corresponding QR Code mini panel (video/audio clip, Quick Response code, read by a free Smartphone application called a QR Reader). See and hear the Survivor retell pivotal personal moments that fit into the historical context of the Holocaust.

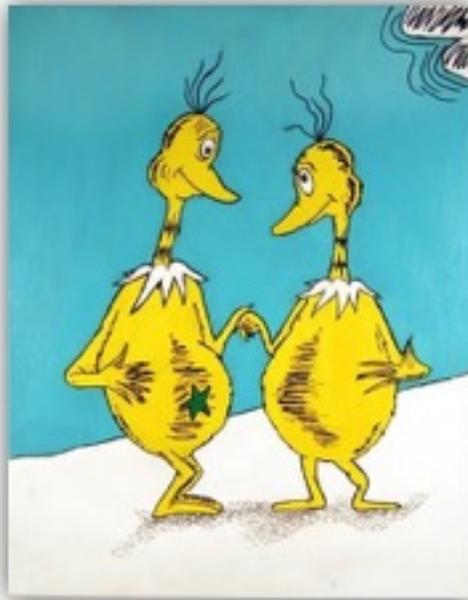
The only element missing for an impressive mini Museum at your location are artifacts! Appropriate artifacts and replicas are included to augment the panel display. They show elements of the Holocaust and lend a tangible sense to the greater story.

Additional panel displays can be included to broaden the topic. Follow the harrowing, tragic, yet hopeful story of Stanislaus and Sala (Sokol) Faktor from Eastern Europe to Naples, Florida. The lives of Stanley and Sally Factor (as they became in America) demonstrate the impact of the Holocaust and its local reverberations. Girl Power focuses on heroines of the Holocaust who resisted or rescued others while Calypso; Singing the News of the Day adds a fascinating and colorful perspective of world news centered on WWII and the Holocaust, told through music.

Activities are available that turn the exhibit into a virtual fieldtrip. Students as Docents puts the onus of the student to research and learn one panel and then guide the class through it. Other activities are available, too.

# DR. SEUSS & THE SNEETCHES

Students are familiar with the many stories of Dr. Seuss. The lessons embedded in each story provide a great foundation for teaching students to treat one another kindly. This program begins by having students recognize the differences between two sneetches. The only difference is that one has a star on his belly, and one does not. We will read *The Sneetches* as a class and then students will even have the opportunity to express their creativity by coloring in their own sneetches.



In this lesson, we will use Dr. Seuss's *The Sneetches* to uncover the truth about human differences. The ultimate takeaway lesson is that we are all equal.

This lesson is suitable for 4<sup>th</sup> and 5<sup>th</sup> grade students and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts.

# DR. SEUSS GOES TO WAR

Students are familiar with the many stories of Dr. Seuss, but his time as a political cartoonist during World War II is a lesser known part of his career. This lesson will challenge students to discover hidden messages within select political cartoons.

Students will learn about primary and secondary sources and have the opportunity to observe both. They will analyze political cartoons, determine central themes, and use think-pair-share groups to discuss their findings. Students will also learn about the life of Dr. Seuss and they will consider what may have led him to become so political during the time period.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, political cartoons, and a PowerPoint presentation. The lesson is suitable for 8<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.



## **FAKTOR INVESTIGATION:**

### **HOLOCAUST EDUCATION CHALLENGE**

Years ago, a box of documents was donated to the Museum after a local resident found them in her newly purchased home's attic. The curatorial and education staff began the process of piecing together the lives of those to whom the documents belonged. After years of research, the story became one of our most fascinating exhibits. This lesson is derived from that exhibit, so your students can act as historians in the classroom.

Students will discover the process of how we learn history. They will be given both primary and secondary sources to analyze. They will use sources, maps, and worksheets to piece together the story of Kurt Krizshaber. They will track his journey all over the world and discover how the Holocaust impacted this young man's life.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, primary and secondary sources, and maps. The lesson is suitable for 9<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

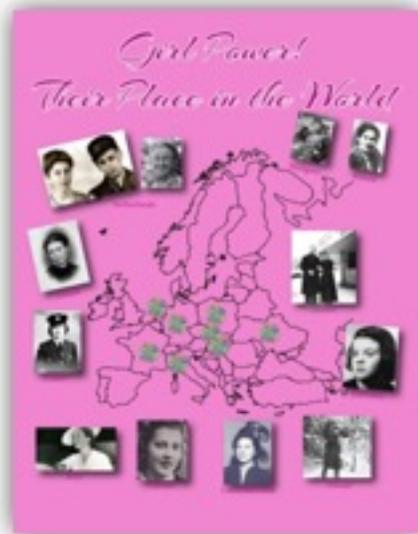


This lesson is part of the Museum's 5-8-Plus Program. Please also see the 5-8-10 Program in this Catalog for more details.

# GIRL POWER!

When students think of the Holocaust, they so often think of death and destruction. This program is designed to teach students about the more positive aspects of such a dark time. Students will learn about the heroic actions of 12 women who risked (and sometimes lost) their lives to help others and fight Nazi oppression during the Holocaust and World War II.

Students will work both in groups and independently to learn about 12 different stories. Students will discuss the qualities of a hero and even have the opportunity to identify with some of the heroes they will have read about.

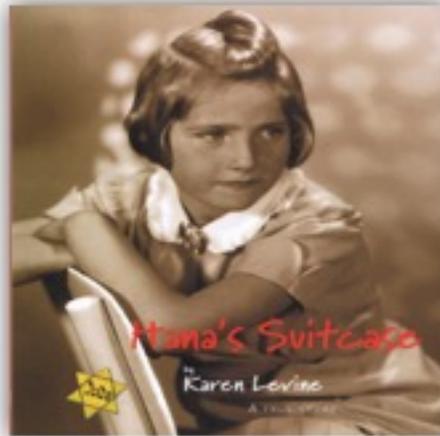


For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets, diagrams, and a PowerPoint presentation. This lesson is suitable for 8<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 8<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

# HANA'S SUITCASE

This program combines the history of the Holocaust with *how* we study it. Designed for a younger audience, this program addresses the process of making inferences about historical artifacts, discovering individual histories, and depicting historical scenes through creative art.

Students will learn the story of Hana Brady and her brother George, and of Fumiko Ishioka's journey in discovering Hana's fate. They will also have the opportunity to depict scenes from Hana's life through artwork.



For this program, a Museum Educator will come to your classroom. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4<sup>th</sup>-5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts.

# HISTORY DETECTIVE

Historians strive to uncover the truth behind historical mysteries. This program will give students the opportunity to act as historians and understand the excitement that history detectives feel when they discover new stories. Students will learn the differences between primary and secondary sources.

For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. This lesson is suitable for 4<sup>th</sup>-5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for English Language Arts and one 5<sup>th</sup> grade standard for Social Studies.



# IRENA SENDLER & THE CHILDREN OF THE WARSAW GHETTO

In this popular program, students will learn about the heroic actions of Irena Sendler, who smuggled hundreds of children out of the Warsaw Ghetto at enormous risk during the Holocaust. A classroom set of *Irena Sendler and the Children of the Warsaw Ghetto* books will be donated to newly participating Collier County Schools. Each participating teacher will also receive a Teacher's Copy of the book.

In this lesson, a Museum Educator will come to your school and teach Sendler's story of heroism and self-sacrifice. Students will analyze original artwork from area resident and artist Bill Farnsworth. Students will learn about Sendler and use think-pair-share groups to analyze artwork pertaining to her story.

While Collier County Schools participate in this program, outside counties are encouraged to inquire about the program as well, as it is available on a first-come first-served basis. All materials will be provided, including a PowerPoint presentation. The lesson is suitable for 5<sup>th</sup>-8<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 5<sup>th</sup> grade Florida Standards for both English Language Arts and Visual Art.



**Program sponsored, in part, by Collier County Bar Association Foundation**

# THE JOURNEY OF CURIOUS GEORGE

It is relatively unknown that the story of our beloved Curious George derived from Holocaust victims seeking refuge from Nazi Germany. Through this educational program, students will learn the true story behind their favorite monkey, while being exposed to 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards. As a class, students will learn about Curious George through Louise Borden's *The Journey that Saved Curious George* and they will analyze both primary and secondary sources.



For this program, a Museum Educator will come to your classroom to present the lesson. All materials will be provided, including worksheets and a PowerPoint presentation. The lesson is suitable for 4<sup>th</sup> or 5<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 4<sup>th</sup> and 5<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

# THE MOTHER'S MEDAL

Designed for a more mature class, the Mother's Medal activity introduces two stark realities of the Holocaust. Using one authentic artifact from Nazi Germany, students learn how to define and interpret artifacts. Then the class is lead through a PowerPoint presentation that adds hints as to what the object really is. Ultimately, students perform the work of a historian in an attempt to determine what the object is.

Nicknamed the Mother's Medal, the Cross of Honor of the German Mother was awarded to women who performed, from the Nazi perspective, half of the most important Holocaust equation; reproducing healthy, approved, Aryan children.

Time permitting, the other half of the equation, that of exterminating the Jews of Europe, is demonstrated through using one original artifact from a local Holocaust Survivor. Her object is a letter received three years after the war showing the round up, arrest, transportation, and extermination of Ft. Myers resident, Renee Beddouk's mother and father. Two artifacts show the lengths the Nazis went to create their Reich, or Empire.

Students will learn the differences between primary and secondary sources. For this program, a Museum Educator will come to your classroom. All materials will be provided, including primary sources and a PowerPoint presentation. The lesson is suitable for mature 9<sup>th</sup>-12<sup>th</sup> grade classrooms, and the lesson can be modified according to the needs of your class. This lesson covers 9<sup>th</sup>-12<sup>th</sup> grade Florida Standards for both English Language Arts and Social Studies.

This lesson is part of the Museum's 5-8-10 Program. Please also see the "5-8-10 Program" in this Catalog for more details.

# 5-8-PLUS PROGRAM

*The Holocaust Museum & Education Center of Southwest Florida is proud to present their 5-8-10 Program, which is designed to serve students in grades 5, 8, and 10 throughout Collier County. Each grade has a specific program outlined below. Schools outside of Collier County are encouraged to participate; however, they may only do so on a first-come first-served basis.*

## **IRENA SENDLER AND THE CHILDREN OF THE WARSAW GHETTO**

Grade 5

This is an outreach program, so the Museum will come to your school or classroom. See “Irena Sendler and the Children of the Warsaw Ghetto” in this Catalog for details.

## **MUSEUM TOUR/ACTIVITY & SURVIVOR/LIBERATOR TALK**

Grade 8

All Collier County 8<sup>th</sup> grades are invited to participate in a program sponsored by Suncoast Credit Union. The Museum waives the student entry fee and reimburses the school 100% of bussing and substitute teaching costs accrued in order to facilitate the visit.

Schools visit with as many as 60- 8<sup>th</sup> grade students per day for a tour (approximately 1 hour) and an activity (approximately 1 hour). In the days following the visit, a Holocaust Survivor or Liberator will go to the participating school to deliver a culminating talk (approximately 45-75 minutes). Scheduling Holocaust survivors and liberators is becoming increasingly difficult with time considering their ages, so please contact us about reserving your visitor in advance.

Schools outside of Collier may participate on a first-come first-served basis.

This is the Museum’s most popular and impactful program, so scheduling is limited.

## **HOLOCAUST EDUCATION CHALLENGE**

Grades 9-12

This is an outreach program designed to challenge your high school students in discovering history. The Museum will come to your school or classroom and conduct an activity that deals with original Holocaust artifacts.

# **HOLOCAUST OVERVIEW: HISTORY & MEMORY**

If you want to teach the lessons of the Holocaust, but are unable to visit our Museum, this program is perfect for your classroom. A Museum Educator will come to your school and teach a general overview lesson of the Holocaust. He will use a PowerPoint presentation or Museum panels to present the information. An option, if available, is for a Gallery Walk 'tour' by Museum Staff of the History & Memory panel setup.

This program can be adjusted for any class period (45-90 minutes) and for grades 5-12. The educator can also be available to teach several lessons throughout the day to single classes or teach one lesson in an auditorium.

# SURVIVOR/LIBERATOR TALK

Nothing captures the truth of the Holocaust better than hearing from a Holocaust Survivor or camp Liberator. The reaction from students is stunning as they see and hear from a person who is part of history. The talk helps student synthesize what they've read or watched on film.

The Holocaust Museum & Education Center of Southwest Florida is your best conduit to locating, scheduling, bringing, properly introducing speakers, assisting during the talk and with an optional Question & Answer portion, and more.

We work hard to locate the *most appropriate* speaker for your students' grade, age, level of maturity, and level of understanding. We attempt to connect the ideal speaker who aligns with the materials/lessons you have used to teach the Holocaust.

With advanced notice, the Museum tries to find speakers who are the best fit. For example, if you are a 5<sup>th</sup> grade teacher and used the Lois Lowry book *Number the Stars*, we would look for someone whose story aligns; someone who was a hidden child or lived in Denmark during the German invasion and round-up of Jews.

However, we also consider the Speaker's delivery, use of language, and approach to telling their story. For that same 5<sup>th</sup> grade teacher, we would refrain from speakers whose focus is more of a general history, includes graphic/adult topics, or whose story is delivered using high level language.

Lastly, the Museum works with a range of Survivors and Liberators. We can help provide a variety of speakers to engage and spark an interest in students from grades 5-12.

Our Holocaust Survivors include: Hidden Children, Refugees, Camp internees, Partisans, and Ghetto inhabitants. Often, they experienced more than one of those situations!

The play, *In Flight: The Story of Sabine van Dam* may be used in place of the Survivor talk. See below.

# ***IN FLIGHT: THE STORY OF SABINE VAN DAM***

Bring the drama to your auditorium, cafeteria, library, or even classroom in the form of a play. *In Flight: The Story of Sabine van Dam*, is a professionally written and acted play that combines the acting and writing expertise of Gulfshore Playhouse with the historical knowledge of the Holocaust Museum & Education Center of Southwest Florida.



Complex enough to tell the story of local, part-time Naples resident Sabine van Dam’s harrowing Holocaust flight from the Nazis, yet simple enough to fit in a classroom without props, the play equates to a Survivor talk.

Lasting about the duration of a classroom period, the play takes students along with Sabine’s family. They will see the family gathered together until the Netherlands is invaded. They will see the family’s fear, hiding from Nazis, betrayal by a Collaborator and imprisonment. A workshop, presented by the Holocaust Museum, provides an overview of the Holocaust with an emphasis on The Netherlands and facts relevant to Sabine’s life.

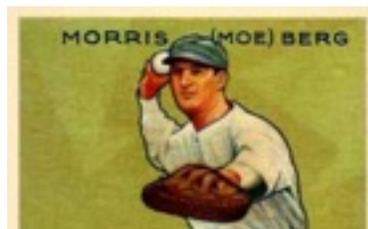


Time-permitting the actors are available for Question and Answer. A workshop is hosted by Gulfshore Playhouse where they discuss the play’s relevancy with the students.

# SPRING TRAINING: BASEBALL & WWII

Play Ball! Students are introduced to the basics of America's Pastime and learn about selflessness, patriotism, and the sacrifices made by professional baseball players who served during World War II. This hands-on group activity promotes teamwork replicating that of a baseball team. There are players, a manager, a bench manager, and fans.

The class is broken into groups of nine, ideally, though other numbers can work. Each group of 9 is considered a team. A manager and bench manager is elected by the team. The team works together, after learning the basics of defensive (fielding) and offensive (hitting). They use baseball cards that were especially created that include both baseball and World War II statistics and information.



Once the defensive part of the team is applied to a baseball diamond, the players determine a batting order. The manager and bench manager have final say in determining the best defensive fit from among their cards and batting orders. An All-Star team has been fielded!

Each team selects one announcer. The announcer learns how a baseball stadium announces the player and then reveals their team. At the end the fans, the rest of the class, applauds. Once the teams have all been announced a discussion of their statistics and WWII related bios is discussed. Students learn that athletes sacrificed valuable years of their careers and, in a few cases, their lives.



Baseball cards include minor and major leaguers, Hall of Fame players, Negro League greats, famous players, unheard of players, and more!

# ***REMEMBER:*** **STONE MEMORIAL ART PROJECT**

“Hands-on and impactful”. That is how people have referred to this activity which gently introduces the Holocaust and teaches selflessness and remembrance. Students are introduced to the concept of remembrance and how different cultures approach it.

Using a short video snippet, they are introduced to the concept of Jewish stones to remember someone who has passed away. Students then listen to local Survivors brief, yet significant words via YouTube videos and read through their testimony summary fact sheets. They select someone who they connect with and detail basic information; name, date of birth/location if available, marriage date if available, date of death/location if available, and something unique and particular about that person.

They then translate the factual data into a Stone Memorial art project using Sharpies and stones (both provided). A video snippet from Schindler’s List, age appropriate, is used to show the procession that was made by Survivors and their descendants that Schindler saved. Students make a similar procession, placing their stone in a pile, and returning to their seats with a REMEMBER button.



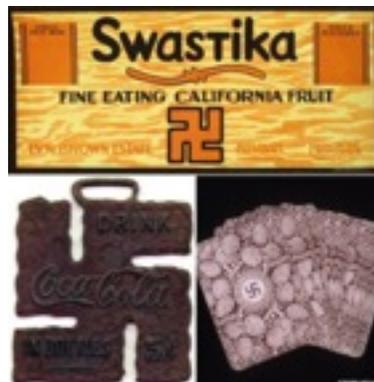
# THE SWASTIKA IN AMERICA

The Swastika! Most people recoil at the ancient symbol and associate it with Adolf Hitler and the National Socialists (Nazis). Is the Swastika a symbol of hate, racism, and bigotry or one of peace, good luck, and spiritual victory? Or both?

Follow the history of the Swastika in America where it was common symbol. Did you know that the Swastika was used for an American military unit; the 45<sup>th</sup> Infantry Division from Oklahoma? It was based on the American Indian symbol of good luck. It was also used for American soda and whiskey makers. Novelty good luck coins boasted upturned horseshoes, 4 leaf clovers, and Swastikas.



However, there were also National Socialists (Nazis) in America as well. They, like their German compatriots, used the twisted version of the Swastika. An examination of the Swastika in America will cover its transition from symbol of peace and prosperity to one that paralleled Hitler's evil vision all right here in America!



Students follow its journey from one of peace and the positive, to one of death and negativity as people around the world seek to reclaim its original intent. They decide if the symbol is locked in time as a negative one, or if it can be reclaimed as a positive one. Depending on grade level and time, students then create an artwork using the Swastika and a positive message to help its reclamation. Higher level classes may just opt for Q&A/discussion.

# SCHOOL FOR BARBARIANS

For the class that can sit still, this lecture is an eye-opener! An 8-panel exhibit, PowerPoint, and lecture tell the story of kids during Hitler's Nazi regime. The talk takes students on the journey of Franz Vogel, a fictitious, representative German youngster, and follows him into the State Youth Program (Hitler Youth with the female equivalent BDM).

Students will see a reflection of themselves as they see Franz enter elementary school and proceed to our equivalent of middle school. Along the way he mandatorily enters the Jungvolk where he begins to learn everything National Socialist. From there it is more schooling and entrance into the Hitler Youth. We watch Franz as he volunteers for the infamous 12<sup>th</sup> SS Panzer Grenadier Hitlerjugend Division. By following Franz, we follow German youth through to de-Nazification.



What would they do if required to enter an organization? How can a totalitarian regime force the destruction of religion, schooling, and the family to further their desire to control society? Would your students rebel, participate, spy, or help? It is a journey of difficult decisions.

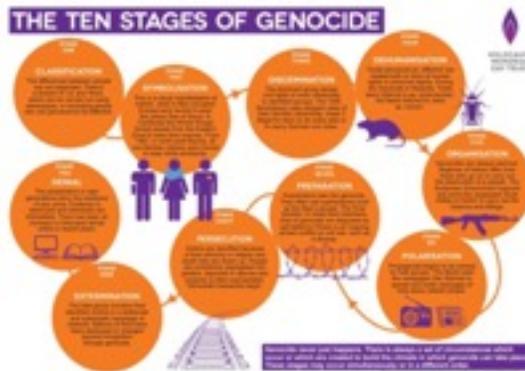
# GUN CONTROL, WEIMAR, THE 3<sup>RD</sup> REICH & BEYOND

COMING SOON

Gun Control. It is a current, ongoing, and controversial topic. Is it new and particular to America or has the issue been addressed in the past? Is there a link between Weimar Republic law and the National Socialist (Nazi) approach to disarming Jews and other 'enemies of the state'? Did that, in at least a small part, make the genocide known as the Holocaust more inevitable?

Beyond that, is there a link between extreme gun control approaches and the potential for other genocides? Explore the gun control approach of the Weimar Republic, Adolf Hitler's National Socialist regime, occupied France, and beyond. Examine other examples of genocides to draw parallels and differences.

Consider preconditions prevalent in other genocides from the 20<sup>th</sup> century using Dr. Gregory Stanton's 10 Stages of Genocide. Does controlling the populace's access to guns for defensive purposes fit within one of the 10 Stages scale? Is the condition an outlier, perhaps particular to a culture more gun-oriented? Is "sensible" gun control a possibility or does it inevitably leave a populace vulnerable in the event that an authoritarian government assumes control?



Presented in an unbiased, factual manner, the topic of gun control in Germany and other genocides is discussed. Students draw their own conclusions based on their pre-lecture perspective and from newly gained information and hopefully apply it to today.

# SUPERNATURAL: HITLER, THE NAZIS, & THE OCCULT

Was Hitler a Christian? Were the National Socialists (Nazis) generally religious or non-religious? Were they into the Occult? Did religion, if they had one, guide them politically, militarily, and, if so, to what degree?

How did the Nazis link the supernatural world with that of the sociopolitical? How did the Nazis, unlike other societies and cultures around the world, find a direct link between the occult and the National Socialist expression of politics?



The Nazis use of paganism, mythology, and occultism was a blend of the practical and the doctrinaire. Did it justify the rise of National Socialism? Did it justify the extent to which bigotry, hatred, and violence would grow into what is known as The Holocaust?

How could people from a sophisticated nation produce, elect, and support leaders who based their *Volksgemeinschaft*, or sense of national community philosophy, on the occult? Explore these unique concepts and its role in World War II and The Holocaust.

# FAQs

## **What does it cost to have the Museum visit MY school?**

The Museum will visit your school free of charge. Still, we appreciate any donation that your school may be willing to make to our Museum.

## **What does it cost for us to visit the Museum?**

If your class is visiting the Museum, we ask for a \$4/student donation. This does not apply to 8<sup>th</sup> grade students in Collier County, as their visits have kindly been sponsored by Suncoast Credit Union.

## **What educational programs can the Museum bring to our school?**

Please see the Table of Contents in this Catalog, which will show you all of the educational programs that our Museum offers.

## **Are there any Holocaust Survivors that work with the Museum?**

Yes. We have a number of Holocaust Survivors and camp Liberators who work with our Museum. Most live locally. Each survivor has a very unique story that will contribute to student learning about the Holocaust.

## **How many students can we bring to the Museum per trip?**

You may bring up to 60 students at one time. Most often, if your group exceeds 25 students, the students will be divided into two groups to tour the Museum and do an activity.

## **How do we register for a program?**

Contact the Museum via email or phone to schedule.