Museum Student Visit Impact Study: Findings Report

Fall 2025

one8 FOUNDATION

Applied Curiosity

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Introduction

In Spring 2025, the One8 Foundation engaged Applied Curiosity Research (ACR) to conduct a study on the impact of student field trips to five Holocaust and Jewish History museums:

- Dallas Holocaust and Human Rights Museum (Dallas)
- The Breman Museum & Cultural Center (Atlanta)
- Weitzman National Museum of American Jewish History (Philadelphia)
- The Zekelman Holocaust Center (Detroit)
- Museum of Jewish Heritage (NYC)

Through the research, we aimed to understand:

- To what extent can **museums educate middle and high school students about the Holocaust, historic/contemporary antisemitism, Jewish life and peoplehood, and Israel/Zionism**?
- **What do students take away** from museum visits?
- What **strategies or features** promote or discourage student learning?

This report outlines key findings from the research that deepen our understanding of the impact of student field trips to Holocaust and Jewish History museums

Note: One8 and ACR aimed to select museums that varied in their focus on Jewish related topics (Holocaust, Human Rights, Jewish identity, Jewish history); the study prioritized museums within closer proximity to the east coast to allow for in person visits by researchers on an abbreviated study timeline, as well as museums that were not in the midst of exhibit updates.

Research Approach

Approach:

- ✓ ACR worked with museums to **recruit teachers for the study among those that were already scheduled to visit** the museum in Spring 2025
- ✓ Recruited teachers worked with ACR to **secure appropriate school, district, and student-level approvals** for research participation
- ✓ Teachers and students **completed surveys before and after their visit** and were invited to participate in **optional interviews (teachers) and focus groups (students)**

Sample:

- The final teacher sample includes **48 teachers from all five museums**
- ACR collected student surveys (matched pre/post) from **766 students**
- The sample was generally **balanced across grade bands** and **skewed towards public schools** (60% of students attended traditional public schools)
- See appendix for sample details

Students

Student pre- and post-visit surveys

- Surveys included multiple choice and open-ended questions on Holocaust, Jewish identity/Judaism, antisemitism, and Israel; intended to evaluate understanding of basic facts and general takeaways about core themes
- Open-ended responses were coded for negative growth, no growth, and positive growth

Student focus groups

- Focus group transcripts were coded to evaluate knowledge growth and learning themes

Teachers

Teacher pre- and post-visit surveys

- Surveys included multiple choice and open-ended questions; captured information about classroom learning, visit preparation, and teacher experience
- Open-ended responses were not coded but were used to inform interview questions

Teacher interviews

- Transcripts were used to inform and provide evidence of student learning

Key Learnings and Possible Implications (1 of 2)

	Key Research Takeaways	Possible Implications
Museums and teachers aim to foster connection and bring history alive for students through museum visits; results indicate they succeed but there's room for improvement	• **Survivor stories** and **artifacts** resonated most strongly with students and helped them connect to the Holocaust (80% of students ranked as engaging); **guides** also largely contributed to a positive experience • Yet, **variation of ratings for guides and speakers across museums** show challenges associated with creating consistency in these experiences • **Teachers were also satisfied** with the experience (84.4 overall Net Promoter Score) and reported that **exhibits were appropriate** for students and **engaging**	• Immersive museum experiences – esp. survivor stories and artifacts – continue to shine as effective interventions to connect students to history; highlights opportunities to explore **scaling museum visits**, as well as **scaling museum *approaches*** (lessons centered on artifacts or survivor stories) • **Deeper training for docents or speakers** may support more consistent experiences for students
Limited time for visits impedes learning gains and negatively impacts student experiences and learning	• In regression analysis, **spending more time in museums predicted higher learning results** • The **most common criticism** from students and teachers was that they **wanted more time** at the museums • On average, students spent 94-123 minutes at museums but that **varied significantly across museums** • **Time in exhibitions was lower** (30-90 minutes) as students spent significant time listening to speakers or watching videos or performances • **Late buses, large groups, and speakers that ran over** cut into visit time	• Efforts to grow museum visits must be **cognizant of capacity limits** and balance depth of experience with volume of visits • Museums may want to explore **adjustments to student tour structures** to allow for **more time in exhibits** (including self-guided time for students)

Key Learnings and Possible Implications (2 of 2)

	Key Research Takeaways	Possible Implications
Most teachers cover JIH* content before and/or after visits; few used or received materials from museum to support teaching	• **Nearly all (94%) of teachers reported teaching some Jewish identity and history (JIH)-related content before and/or after the visit**; most in-class teaching centered on Holocaust, but other topics were covered • 67% of teachers report using **films or documentaries** to cover content; resources from the **United States Holocaust Memorial Museum (USHMM)** were next most frequently used • Across resources, **only 12-28% of teachers reported using resources provided by the museum**; most said they did not receive materials	• Strengthening **engagement with teachers before and after visits** (e.g., being more prescriptive with teachers about what content or lessons should be covered before/after visit) can yield richer student learning • Supporting teachers to be **strategic with pre- and post-visit classroom time** and considering **what knowledge is essential for students to have when they walk into museums** is especially critical given limited time students have for visits
Students demonstrated (small) knowledge gains across all topics/ museums, with largest gains around the Holocaust	• Students **demonstrated (small) knowledge gains** across all topics and museums • Across all museums, largest knowledge gains were seen around the **Holocaust** • Museums and teachers cover **antisemitism** during or in preparation for visits, but student **learning, especially on present-day antisemitism, is limited** • Student **takeaways on Jewish identity and Israel were varied**, likely reflecting less time and consistency in how these topics are covered	• Results indicate an opportunity to create **more, and more nuanced content, on antisemitism, Jewish identity, and Israel** that leverages museum strengths (use of artifacts, immersive experiences, personal stories) • With limited time available during student visits, museums may also want to explore **weaving this content into existing displays, docent talking points and/or pre- and post-visit resources**

*We use JIH or "Jewish Identity and History" to define a broad set of topics that facilitate greater understanding and empathy for Jews and the Jewish experience. This includes the Holocaust, historic and present-day antisemitism, Judaism, Jewish identity and peoplehood, Israel, etc.

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Most teachers brought students to the museum to support classroom learning about the Holocaust

- The majority of teachers across all participating museums framed their visit around **deepening classroom learning about the Holocaust**
- Very few teachers (3) visited the museum in connection to another topic outside of the Holocaust

What motivated you to take your students to the museum?

Response Theme	N	%
Provide additional context for curriculum/classroom teachings about the Holocaust	**24**	**51%**
Museum is a valuable resource	8	17%
Deepen students' understanding of the Holocaust (not directly connected to curriculum)	7	15%
Provide additional context for curriculum/classroom teachings about subjects other than the Holocaust	3	6%
School has always visited the museum	2	4%
Personal Interest	2	4%
Students will have the opportunity to learn about Jewish History	1	2%

Teachers were overwhelmingly positive about their museum visits

- Teachers provided **positive ratings** in their post-visit surveys
- Teacher **comments were universally positive**

> *"The experience was **amazing**. It was heart wrenching at times but so were the atrocities that occurred. I **wouldn't change anything**."* – Middle school teacher
>
> *"The museum was **amazing** and **every student said the same.**"* – High school teacher

★ Teachers' Net Promoter Score: **84.4**/100*

	The museum tour met my expectations.		Exhibitions and museum activities were appropriate for my students.		Teacher-reported student engagement at museum	
	Average	% Top 2	Average	% Top 2	Average	% Top 2
Museum A	4.00	71%	4.14	86%	4.00	86%
Museum B	4.18	82%	4.27	82%	4.09	82%
Museum C	4.33	78%	4.78	89%	4.22	89%
Museum D	4.43	100%	4.71	100%	3.57	57%
Museum E	4.91	100%	4.91	100%	4.09	82%
Total	4.40	87%	4.58	91%	4.02	80%

*Net Promoter Score based on willingness to recommend museum experience to others; score of 80+ is exceptionally strong

Students were deeply impacted by survivor stories and artifacts, but consistency in live experiences is a challenge

- Students rated **live presentations (survivors and next gen speakers) and artifacts as highly engaging,** including in open responses and focus groups:

> *"Definitely **hearing a son give a survivor story** and to talk about his dad that lived through the Holocaust. I loved the **real emotion** shown by his dad in the video and I was able to **fully understand his story**."* -12th grade student
>
> *"I will remember the **artifacts** the most because they were very **interesting** and they really **put everything into perspective** seeing [what] things I have similar versions of."* - 9th grade student

- Across museums, there was **variability in ratings** for tour guides (ranging from 73% to 33% of students rating as engaging) and live speakers (ranging from 92% to 72%), reflecting the **challenges in balancing authenticity, consistency, and quality control with human-led experiences**

Museum Element	Mean	% Engaging	% "Not Included"
A live presentation by a Holocaust survivor or next generation survivor	**4.24**	**80%**	**28%**
Looking at artifacts (the physical objects)	**4.18**	**80%**	**3%**
Seeing photographs of historical events	4.10	77%	2%
A live theatrical performance	4.21	77%	53%
The tour guide	3.80	67%	5%
Watching videos of historical events	3.75	65%	13%
A question-and-answer session with a virtual Holocaust survivor	3.86	62%	70%
Listening to recorded stories	3.75	61%	12%

Note: Students responded on a 5-point scale from "Not at all engaging" to "Extremely engaging." They could also select "Not included in our visit."

Many students and teachers appreciated having guides, though some had difficulty hearing them

Students

11 focus groups (55%) felt the guide helped the experience

*"Our guide was amazing. Honestly. She kept it really **informative, but also short and simple.** And she pretty much let us free roam. **Like she didn't talk that much, like she let us explore more.** We saw areas that we didn't get to see before, so it was good."* - 8th grade student

*"[The guest speakers (docents)] made sure to **communicate with us** and like they **made it fun in some way while still teaching us the importance** of what was going on."* - 10th grade student

Teachers

Teacher comments in post-visit survey regarding their guides were overwhelmingly positive

*"The docents and museum educators were superb, **engaging & extremely knowledgeable**. They really helped **reinforce what I taught in my classroom**."* - High school teacher

*"very **thoughtful**, direct questions were **engaging** and we had students read aloud different quotes which also made it engaging."* - Middle school teacher

*"She was **engaging**, asked our students many questions about the Holocaust, **brought us through slowly and methodically**."* - High school teacher

Note: A few teachers shared that it was **difficult to hear their guides** because different groups were so close to each other in the exhibitions

The most common criticism from students and teachers was that they wanted more time at the museums

Average time that students spent in museums ranged from 94-153 minutes, but many **wanted more time.** Some students and teachers – especially at high school level – specifically **wanted more independent time to explore:**

- For many students, **much of their visit was spent listening to speakers or watching films or performances**
- **Time spent in the exhibitions was much lower,** ranging from 30-90 minutes
- **Late buses, large groups, or speakers that ran long** cut into time in the exhibitions, which is where students wanted more time to explore

*"**I wish we had more time.** We were only there for like an hour and a half, like no offense but yo, we really didn't get to see what we could see if we were there for a longer time."* - 8th grade student

*"We could have had more time going through the museum because towards the end [the guide] was being super rushed…**if we had more time, it would've been a lot better.**"* - 10th grade student

*"**The kids were rushed.** And the kids kept wanting to read and read, and then [staff are] like, 'come on, come on.' [Students are] like, 'but we wanted to read.' Everything was great. I would take them back, but I probably wouldn't do a guided tour next time."* - Middle and high school teacher

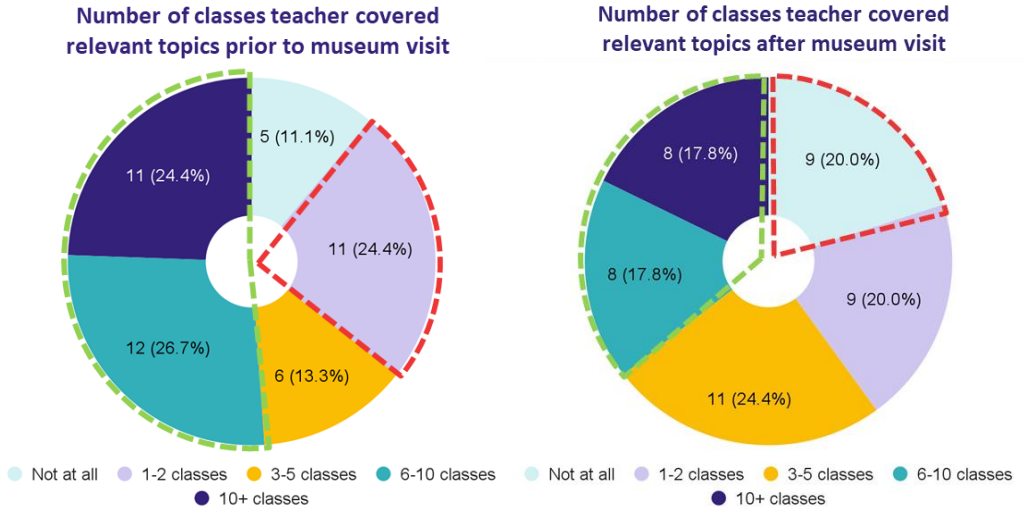
*"After two years, I feel validated in explaining that **we did not have enough time.** The two guides really pushed us through. Not their fault. I understand that, but I do believe a tour of that nature deserves a little bit longer of a timeframe."* - 6th grade teacher

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Nearly all (~89%) teachers covered relevant content before the visit; most also taught content after the visit (80%)

- **23 teachers (51%) spent at least six class periods** teaching prior to their visit; ELA teachers reported spending the most time (reading texts/novels)
- **36% of teachers led 6+ classes** after the visit; this included a **higher percentage of social studies** teachers vs. pre-visit teaching
- These differences suggest variation in how teachers are using their museum visits:
  - **ELA teachers *tend* to use the visit as a culminating experience**
  - **Social studies teachers *tend* to use the trip in the middle or at the start of a lesson**
- 11 teachers **(24.4%) spent 1-2 class periods** on relevant content prior to their visit; after the visit, 20% of teachers spent no time
- Varied levels of knowledge and context among students creates **complexity for docents in tailoring content**



Teachers spent more time teaching about the Holocaust in relation to their museum visit than other subjects

- Teachers taught the **Holocaust** at higher rates vs. other related topic areas, whether that teaching occurred before, after, or before and after the **visit (93% covered at some point)**
  - Teachers also spent a **higher total % of teaching time** (63% of teaching time) covering the Holocaust vs. other topics
- Fewer teachers covered **Jewish American history (42%), Israel (42%), and Judaism (36%)**
- Many teachers covered **historic (64%) and present-day antisemitism (67%)** to some extent

Topic Areas	% of teachers that taught about specific subjects...				Average % of time on topic
	Before Trip	After Trip	Before *and* after	Not at all	
The Holocaust	82%	62%	51%	7%	63%
Genocide in contexts other than the Holocaust	33%	33%	11%	44%	9%
Historic antisemitism (prior to 1933)	51%	24%	11%	36%	7%
Present-day antisemitism	31%	47%	11%	33%	7%
Jewish American identity, history, and/or experience	16%	31%	4%	58%	6%
Israel	20%	31%	9%	58%	5%
Judaism	31%	18%	12%	64%	3%
Not covering any topics	4%	13%	-	6%	-

***Note**: See appendix for most common sources that teachers pulled resources from to cover JIH content in their classrooms before/after visits

Most teachers did not use the materials museums provided, but those who did felt they were strong

- **No more than 28% of teachers used recommended resources** provided by the museums, other than the "pre-visit conversation"
- Most teachers said that they **did not receive** materials from museums despite museums providing them*
- However, among teachers that used museum resources (n=18), **89% reported they were age appropriate and engaging, 94% reported they were relevant, and easy to use**

Use of museum materials for classroom teaching

Museum Resource	Did not receive	Did not use	Used
Pre-visit conversation with museum staff to understand learning goals	42%	14%	44%
Pre-visit lessons or lesson recommendations	56%	16%	28%
Readings related to museum content	65%	9%	26%
Discussion questions for after the visit	70%	7%	23%
Survivor testimony	72%	9%	19%
Post-visit lessons or lesson recommendations	70%	14%	16%
Vocabulary lists	77%	12%	12%

***Note**: Museums often worked with 1-2 lead teachers from a school who coordinated a visit for others, which may have contributed to a disconnect. However, research by RAND and ACR indicates that teachers often feel overwhelmed by having too many resources to choose from and want more guidance to identify the right lesson for their classroom. Being more prescriptive with teachers (highlighting one lesson to teach before the visit vs. offering a range of options) may support higher adoption of materials and stronger pre-visit preparation.

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Students' factual knowledge increased modestly after visits

- Students provided **1.38 additional correct answers (8%)** on the post visit test; gains by museum were statistically significant and **ranged from 5-10%**
- **MS students had lower pre and post test scores**, but **more change**, compared to HS
- **Gains were statistically similar across all school types,** though students in non-religious private schools (all HS students) had higher pre/post scores
- **ELA and Social Studies** students had similar pre, post, and change
- **Generally, all students emerged with learning gains;** those that go to the museum with less knowledge saw higher gains by percentage points but still end with less knowledge afterwards

Average and percent correct total pre- and post-visit survey responses by museum

	Average correct answers (out of 17)		
	Pre* **	**Post*** **	**Net Gain**
Total (n=696)	**11.19**	**12.57**	**1.38*** **
% of correct answers	**66%**	**74%**	**8%**
Middle school (n=284)	57%***	67%***	10%***
High school (n=389)	72%***	79%***	7%***
K-12, mixed grades (n=17)	58%***	70%***	11%
Private - non-religious (n=74)	81%***	86%***	5%
Private - religious (n=160)	63%***	71%***	8%
Public Magnet (n=45)	*71%*** *	*78%*** *	7%
Public (n=417)	63%***	72%***	9%
SS/History (n=344)	*67%*** *	*75%*** *	*8%*** *
ELA (n=201)	*62%*** *	70%***	*8%*** *

*Statistical significance is indicated with ***=p<.001; **=p<.01; *=p<.05*

A regression analysis showed that more time in museums led to additional post-visit knowledge

- Results yielded two statistically significant predictors of higher knowledge gains:
  - **Time: Each 30 minutes of time in a museum predicted a modest increase** in post-visit correct responses after controlling all other variation
  - **Grade Level:** High school was also a statistically significant predictor in this model

Linear regression predicting correct, post-visit survey responses

	Predictors	Beta
School Variables	**High school students (1=HS; 0=MS)**	**0.112****
	Public school (1=public, 0=private)	0.060
	ELA students (1=ELA, 0=Other)	-0.001
Teacher Variables	# years of experience (continuous)	0.000
	# of class periods before covering relevant content (Category)	-0.058
	Did teacher use museum resources	-0.046
Museum Variables	Docent vs. no docent	0.048
	Live speaker vs. no live speaker	-0.005
	Total time in the museum (categories)	**0.070***
# of correct answers before the visit		**0.716*****

R Square for the full model =.565

Students demonstrated learning across all content areas in both the survey and open-ended questions

- Students **demonstrated learning in each content area** on the survey, with higher gains for **Holocaust and Israel** questions
  - **Holocaust** gains were likely impacted by time that most **museums and teachers spend on the topic relative to other topics**
  - **Israel gains** may have been impacted by survey questions that were more **factual** in nature (i.e., Jews living in Israel for 2000 years, date of formation)
- Students demonstrated growth in open-ended forms (open questions and focus groups) across topics with **more consistent growth evident in focus group discussions of Holocaust and antisemitism**, which may link to teaching patterns

Survey: % of correct student answers (pre to post) for full sample by content areas

Topic Area	# of questions	% Correct		
		Pre	Post	Net Gain
Holocaust	**5**	**70%**	**85%**	**15%**
Judaism/Jewish Community	4	63%	69%	5%
Antisemitism	4	76%	80%	6%
Upstander/Genocide	2	52%	62%	10%
Israel	**2**	**57%**	**69%**	**12%**
Total	17	66%	74%	8%

Open Ended: Percent of students or focus groups showing growth by content areas
(open-ended responses, focus group discussions)

Topic Area	% Students Showing Growth in Open Ended Q's	% Focus Groups Showing Growth
Holocaust	20%	95%
Judaism/Jewish Community	28%	40%
Antisemitism	20-23%*	85%
Israel	36%	45%

***149 students (20%)** demonstrated knowledge growth in their open-ended responses about antisemitism and Holocaust;
173 students (23%) demonstrated knowledge growth in their open-ended responses antisemitism post Holocaust

Students demonstrated largest gains around the Holocaust; museums made the history feel more real for students

Highlights

- On average, students answered **15% more knowledge questions correctly** (net increase)
- Students made gains on all Holocaust survey questions
- **95% of focus groups** shared new learnings about the Holocaust

- Students connected personally to the history of the Holocaust
- 13 groups (65%) shared that the museum **made the history feel more real or relatable** through survivor stories, artifacts, and photographs
- Other student takeaways centered on the **human experience**:
  - 11 groups (55%) shared details about **life in the camps/ghettos**
  - 9 groups (45%) learned that **more than just the Jews were impacted**
  - 8 groups (40%) learned that **ordinary people were involved in the persecution of Jews**

*"I knew about the Holocaust but I never knew like how it looked like and stuff and **everything felt like more realistic**. So I got like got it to put a picture on the image."* - 8th grade student

*"I thought there was a lot of really **personal stories**, I feel like we heard from a lot of survivors, even if it was just a video and **it wasn't just statistics."*** - 9th grade student

*"**The train inside. I was in shock. I was like, no way that much people fit in here**. And we were already tight. Like it was already a small group. It already felt tight."* - 11th grade student

Students had more modest gains around other key topics related to museum content

Antisemitism

- Students showed **modest gains** about antisemitism (6 percentage point net increase in correct responses)
- **Most students did not demonstrate growth in their open-ended responses** about antisemitism's contribution to Holocaust (463 students, 61%) or about how antisemitism has continued since the Holocaust (382 students, 51%)
- Focus group and open-ended responses indicated that **confusion remained for many** about what antisemitism is and how it impacts Jews today

*"There are still some small Nazi groups and **people are antisemitic all the time.**"*

*"[It reminded me of] **people bullying them** or making fun of them."*

Judaism and the Jewish Community

- **Students saw modest gains on Judaism/Jewish identity** (5 percentage point net increase)
- **212 students (28%) demonstrated knowledge growth in their open-ended responses** (more than Holocaust or antisemitism); 329 students (43%) showed no growth and 30 students (4%) showed a decrease in knowledge (Cited stereotypes, inaccurate understanding of history, etc.)
- Common themes in responses to "What does it mean to be part of the Jewish people?" demonstrate the varied takeaways students had about Jewish identity: **religion (6% of responses), diversity (6%), antisemitism (5%), Holocaust (6%)**

What does it mean to be part of the Jewish people?

*"**Really religious**."*

*"To be discriminated against. Because even though they didn't do anything, the **Nazis still turned against them** and tried to kill them."*

*"I think it's **more welcoming and diverse**."*

Israel

- **Students saw larger gains on Israel** (12 percentage point net increase)
- Student responses indicated an understanding that Israel serves as the **homeland for Jews and a place of safety**

*"I learned that Israel is a **homeland for the Jewish people…** It means a lot to the Jewish people and they care deeply about it because it was the **land of their ancestors**."*

See appendix for additional details about each content area

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Student Sample

- Overall, the sample of matched student surveys was **diverse**
  - 54% were in High School
  - Most students attended public schools (60%)
- The largest % of students (49%) were in a **Social Studies class**
- The sample was **generally balanced across museums**
- ACR completed **20 focus groups with 129 students**
  - Split between MS and HS
  - Balanced across museums

Number of matched student surveys by select categories (n=766)

		N	%
Grade Level	Middle School	330	43%
	High School	417	54%
	K-12 School	19	2%
School Type	Private - non-religious	78	10%
	Private - religious	179	23%
	Public Magnet	48	6%
	Public	461	60%
Subject	Social Studies/History	378	49%
	ELA	223	29%
	Humanities (MS)	29	4%
	Club	11	1%
	Special Electives (HS)^	67	9%
	Other*	58	8%

^Special electives included German Language, Holocaust Studies, and Genocide Studies

*Includes two grade level field trips and an English as Secondary Language (ESL) class

Teacher Sample

- The final teacher sample includes **48 teachers from all five museums**
- The sample was generally **balanced across grade levels and school type**
- The largest sample of teachers taught **history or social studies**

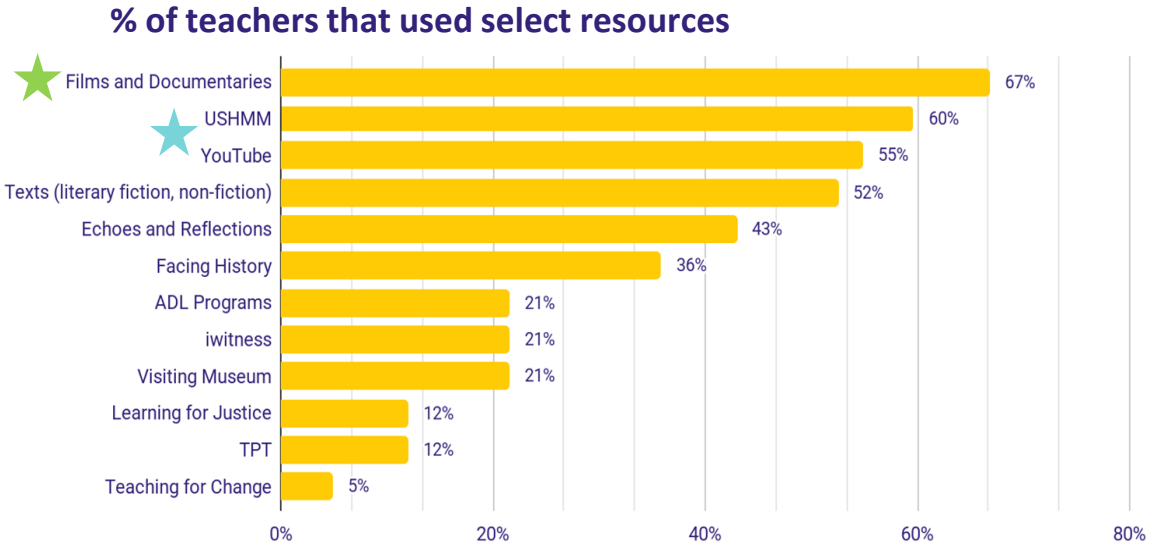
Number of matched teacher surveys by select categories (n=48)

		N	%
Grade Level	Middle School	20	42%
	High School	26	54%
	Combined	2	4%
School Type	Private	19	40%
	Public	29	60%
Subject	Social Studies/History	24	50%
	ELA	14	29%
	Other	10	21%

Teachers used a range of resources when covering JIH topics in their classrooms before and after visits, led by films and USHMM

- **Films and documentaries** were the most used resources
  - Teachers used a **variety of films** - 33 films were mentioned; Schindler's List was the only film or video to be mentioned 3x
  - In focus groups, students commonly mentioned watching **films about the Holocaust** prior to their museum visit
- The reliance on **USHMM and YouTube** as common sources aligns with research conducted by RAND*

The most common **text** teachers reported using was *Night* (12 teachers)



*Public School Instruction on the Holocaust and Topics Related to Jewish People, RAND 2025

Despite all museums covering historic antisemitism, only some students demonstrated knowledge gains on the topic

Highlights

- Students showed **modest gains in correct survey responses** about antisemitism (on avg, 6% net increase)
- **Most students did not demonstrate growth in their open-ended responses** about antisemitism's contribution to Holocaust (463 students, 61%)
- **Some shared details**, in focus groups and open-ends, about antisemitism's contribution to the Holocaust and the long history of antisemitism, but **confusion remained for many,** particularly around "Why the Jews?"

Antisemitism contributed to Holocaust

- 113 students (15%) did include more specifics about leveraging antisemitism for the Holocaust in their response to the question "briefly describe how antisemitism contributed to the Holocaust"

> *"Antisemitism **made it easier to persecute jews without resistance**. Because of antisemitic stereotypes it was easier for the populus to ignore/rationalize the holocaust to remove blame from themselves. Antisemitism and antisemitic propaganda also dehumanized jews to make the general population disassociate from them and not feel bad about their deaths."* - 9th grade student

Antisemitism existed before the Holocaust

- 9 focus groups (45%) learned that antisemitism existed before the Holocaust during their visits

> *"**People blamed Jews for thousands of years**, and to blame them again was nothing new, and people were in a desperate time for answers, so they turned to the Jews when Hitler came to power."* - 8th grade student
>
> *"Antisemitism of Jews contributed to the Holocaust because **many people had a problem with the Jews beforehand** and they were a smaller group so they ended up getting picked on. People just had hatred towards them for no reason."*
> - 8th grade student

Some students demonstrated knowledge gains about present-day antisemitism

Highlights

- **Modest gains in correct survey responses** about antisemitism (on avg, 6% net increase)
- **Most students did not demonstrate growth** in open-ended responses about how antisemitism has continued since the Holocaust (382 students, 51%)
- **Some shared details**, in focus groups and open-ends, about ongoing antisemitism, but **confusion remained for many**

Antisemitism still exists

- 32 students (4%) **demonstrated growth** in response to "how has antisemitism continued since the Holocaust?"
- 86 students (11%) were able to **provide additional details** about how/where antisemitism exists

> *"There are still some small Nazi groups and **people are antisemitic all the time.**"* - High school student
>
> *"People have **continued to make fun of Jews** and **Hamas invading Israel** was an act of antisemitism."* - 8th grade student
>
> *"There has been certain instances in the United States where **synagogues have been burned** in the United States which is something that also happened in Nazi Germany."* - 8th grade student

Antisemitism connects to other forms of prejudice and hate

- Students connected what they learned to other topics but showed some confusion:

> **Current events:** *"[It reminds me of] **immigration**. How they're taking people. You could be driving, and they just take you…. And that's how they did to them."* - 11th grade student
>
> *"The **war in Israel** right now, like people are persecuting the Jews and like stuff like that. People still have a hatred for the Jews. They were fighting over the land that was taken. And they still hate them for what they did, for like what they are."* - Middle school student
>
> **Bullying:** *"[It reminded me of] **people bullying them** or making fun of them."* - Middle school student
>
> **Prejudice:** *"I think antisemitism is **kind of the same as racism and sexism** because they're discrimination against someone for no reason."* - 8th grade student

Students demonstrated fairly modest gains and varied takeaways about the Judaism and the Jewish community

Highlights

- **Students saw modest gains in content knowledge** (on avg, 5% net increase)
- **212 students (28%) demonstrated knowledge growth in their open-ended responses** (more than Holocaust or antisemitism); 329 students (43%) showed no growth and 30 students (4%) showed a decrease in knowledge*
- **8 focus groups (40%)** shared new and specific information about Judaism and/or Jewish community

Student responses to the question "**What does it mean to be part of the Jewish people?**" demonstrate the various themes that emerged across student responses:

- **Religion**: Students cited specific religious practices and beliefs (6% open responses)
- **Diversity**: Students highlighted religious, racial, and cultural diversity of Jews (6%)
- **Antisemitism**: Some students linked Judaism and the Jewish community with antisemitism (5%)
- **Holocaust**: Student learning about Judaism and the Jewish community was frequently grounded in the Holocaust (6%)
- **Note**: No focus groups recalled the term "Jewish Peoplehood" despite being covered in some visits

*"**Really religious**, like they do a lot more fasting and they're very devoted to their religion."* - 8th grade student

*"I think it's **more welcoming and diverse**. Like with the diverse people, like all the synagogues had diversity in it, so it was more welcome."* - 8th grade student

*"I think it means to be **part of something way bigger**. Something that is still a problem in today's world. Maybe not on as large of a scale, but something that needs to be, **we need to put an end to antisemitism**."* - 8th grade student

*"To be discriminated against. Because even though they didn't do anything, the **Nazis still turned against them** and tried to kill them."* - 8th grade student

*Cited stereotypes, inaccurate understanding of history, etc.

Despite less time spent on Israel in museums and classrooms, students still demonstrated knowledge gains around Israel

Highlights

- On average, there was a **12 percentage point increase in correct answers** (net) on the post-visit survey
- **279 students (37%) provided an open-ended response with correct details about Israel** on the post-test survey*
- **9 focus groups (45%)** shared new and specific information about Israel

Student responses indicate an understanding that Israel serves as the **homeland for Jews and a place of safety** (particularly religious safety)

- 110 students (14%) mentioned the **land's holiness to the Jewish people**
- 77 students (10%) mentioned generally that **Israel has historical significance for the Jews** or that it was their homeland; 42 students (6%) included **Jews' long presence in Israel** in their open-ended response
- 41 students (5%) mentioned **Israel as a place of safety/refuge after the Holocaust/WWII**; 48 additional students (6%) mentioned **Israel as a location of safety for Jews today**

*"Israel holds immense **religious and historical significance for Jewish people**, being viewed as the **Holy Land and the Jewish national homeland.**"* - 9th grade student

*"I learned that Israel is a **homeland for the Jewish people** and is meant to be a **safe place for them to practice their religion**. It means a lot to the Jewish people and they care deeply about it because it was the **land of their ancestors**."*
- 8th grade student

*We learned that it was just most likely like a **safe place for them** because everybody else wasn't as welcoming as Israel was. So they found that as like a **safe haven** for them."*
- 8th grade student

*"Israel is a **safe space for the Jews to practice their religion peacefully**."* - 8th grade student

**Note: students were only asked the open-ended question on the post-visit survey; cannot guarantee that students learned their answers from the museum*