

What materials do you like to use when you learn (visual, videos, lectures, interactive, participation)?

Student 7: Lectures, interactive and visual.

Student 1: Interactive, participation, and visual learning are my favorite ways of learning and, in my opinion, the most productive.

Student 5: I tend to be more of a visual learner. I love interactive classes and conversations between students and other students, or teachers and students. I don't think frequent participation should be forced and I don't think participation should be a large grade in a class. If a student wants to speak, they should speak, and if they prefer not to, then they shouldn't have to. I strongly believe in having a comfortable classroom setting where nobody is forced to speak for a good grade in the class. I like debating in classes and deep conversations that provoke even deeper thinking. My number one priority is feeling comfortable in a class atmosphere. Even if I don't love the assignment that I need to complete, I'd be much more willing to complete it if I was comfortable in the environment.

Student 3: I enjoy, especially in history classes, being able to see photos, videos and drawings from the time then discuss them with the class.

Student 6: I like doing interactive and visuals because it makes me feel more engaged with the subject.

Student 4: I like to have conceptual conversations. I prefer to learn within a conversation rather than a lecture or video, where I can just space out. Especially with serious discussions, I believe it's more impactful to have meaningful conversations and learn from each other. I think an interactive environment works best.

Conclusion:

- Interactive classes between students and teachers
- Visual learning from photos, videos, and drawings
- Conceptual conversations that allow to learn from each other
- Participation should not feel forced, key is to provide a comfortable class atmosphere

When doing research on a specific topic, how can you determine if a source is reliable?

Student 7: I can verify the information I am getting by checking multiple sources and trying to find similar patterns.

Student 1: I usually just look at the first few links that google gives me, because those are usually the best. I try to avoid opinionated articles for fact-based essays and research.

Student 5: Immediately after I find a website on the internet, I check if I think it's reliable to use. My first hint as to whether a source is reliable is based off of the URL. If the website ends with ".edu" or ".org," that's my first hint. ".Edu" is an educational institution and ".org" is a non-profit, such as a foundation, museum, historical society, etc. Then, I can usually tell from there if the source is reliable enough and valuable enough to read. If the writing sounds sophisticated, or the author sounds knowledgeable, I'll usually give it a shot. It really depends on the case, if I'm being honest. I like having plenty of website options, so I'm not too picky when it comes to this stuff.

Student 3: I check multiple sources and see if they have the same information.

Student 6: I usually determine if a source is reliable by knowing where I get it from, the author, and more details about it that would hint to me whether it is a real source I can use.

Student 4: Normally, I'll check where it came from- who wrote it, what website is it on, is this website reliable.

Conclusion:

- Check multiple sources and identify similar patterns
- Google subject and use the first few links provided
- Avoid opinionated articles for fact-based essays and research
- Identify URLs that end with .edu or .org
- Identify author and website reliability to determine whether source is real

Have you ever visited a museum? If yes, what information does the museum provide about the art on display?

Student 7: Yes, the museum usually provides some back story on the artist and what the meaning of the painting is.

Student 1: I have been to many museums. Depending on the museum, they give different levels of information. Some just supply the name of the painting, the artist, and when it was made. Others tell the readers what inspired the painting or what it is supposed to represent.

Student 5: My family has had a museum obsession since before I can even remember, so yes, I have been to tons of museums. Art museums are definitely my family's forte, so I've been to a bunch all over the world. Usually, a piece of art will have a small plaque next to it. This plaque includes the name of the piece, the artist, the date, and sometimes, an explanation of the piece. However, it varies based on the museum and artist.

Student 3: I have been to a museum. They usually provide context to the piece which gives its deeper meaning and the background of the artist.

Student 6: Yes I have visited a museum. Usually the museum will have a placard next to the art that will talk about the artist and the painting and give some history about it. They also might have a section specifically about an artist.

Student 4: I've visited many museums. Normally, the museum states the name of the painting, who painted it, perhaps where it was from, and a short description of the piece.

Conclusion:

- Participants have all been to a museum
- Backstory on the artist and what the meaning of the painting is
- Facts about the painting including name, artist, and date
- Inspiration and representation of the piece
- Museum plaque provides explanation of the piece
- Description of piece

How and why did ordinary people across Europe contribute to the persecution of their Jewish neighbors?

Student 7: Maybe they felt pressured to follow what the government was doing just for their own protection and they wanted to stay connected with the ideals of the government.

Student 1: Hitler brainwashed the country, and his ideals were implemented in the minds of children so they grew up hateful towards Jews. They told the Nazis of the Jews they were aware of and allowed them to get shipped away to concentration camps. Many people were on the lookout for neighbors who might be hiding a Jew or be a Jewish sympathizer.

Student 5: This question is incredibly deep and I could write an entire essay on it. In short, every time Jews have been discriminated against, it's because the perpetrating group is brainwashed into thinking Jews are the absolute evil. Somehow, words can have an incredibly strong effect on a group of people. Hitler convinced almost all of Europe that Jews were evil, King Ferdinand and Queen Isabella convinced Spain that Jews were evil, and the list could go on forever. One or two people with a convincing argument can change everything. Jews have been targeted since day 1. They've always been an easy target- small, weak, and no actual homeland for a large chunk of history. People always want to rise to the top and by doing so, they feel the need to bring another group down. It's a messed up world and I'll never fully comprehend it, but words are powerful and if a single person could come close to knocking out an entire religion, then anything could happen.

Student 3: Partially because they believed Jews to be inferior and the rest because of the fear of their own family being persecuted.

Student 6: I think that there were ordinary people who were bystanders and they were

able to persecute the jews without physically hurting them.

Student 4: With social exclusion and nationalism, ordinary people across Europe contributed to Jewish persecution. Nationalism was never good for European Jews, as they were constantly seen as foreign, or "other" in European nations with strong nationalism. By contributing to that nationalism, along with participating in social exclusion, and just being complete bystanders, ordinary people contributed to persecution. A minority can't fight for themselves alone. They need others to advocate for them. By leaving Jews to their own devices, people were allowing Jewish persecution.

Conclusion:

- Pressured by the government, chose to protect themselves in order to follow ideals
- Brainwashed by Hitler to hate Jews and knowingly participated in the persecution of Jewish neighbors
- Power of words to convince all of Europe that Jews were evil, example given of King Ferdinand and Queen Isabella (Inquisition 1492)
- Convinced that Jews were inferior because of their own fear of persecution
- Bystanders who accepted the persecution of Jews without physically harming them
- European nationalism contributed to social exclusion and perceived Jews as "foreign"

Do you feel close to any objects that you own? If yes, how far would you go to get it back if it was taken away from you?

Student 7: Yes I do. My mom gave me a Magen David necklace that she wore as a kid and I wear it everyday and never take it off. If this was ever taken from me I would do whatever it takes to recover it.

Student 1: Yes, and I would go pretty far to get them back. Many things cannot be replaced because they are one of a kind or hold a value other than monetary.

Student 5: I definitely feel close to objects my family owns. We have many prized possessions that would leave us heartbroken if stolen. I'm not sure how motivated I would be to get an object back. After reading the book *Plunder* and witnessing how difficult the retrieving process really is, I begin to doubt my motivation skills. I'm not the most motivated person, so it would really depend on what the object is, how much it means to my family, and if it's worth attempting to bring it home. If the object was something so powerful and part of my family, I would try to get it back, but knowing me, I don't think I'd search for years and make that my sole mission in life.

Student 3: My fathers golden necklace which he received from his late grandfather.

Student 6: I know that there is a diary that my great grandfather wrote for my

grandfather and his kids, and grandkids that shares his story in the Holocaust. It is the legacy that we have to pass on and I would probably do anything to save it, but I'm not sure.

Student 4: I don't feel super close to many of the objects that I own. If I lost something significant, it would be unfortunate, and I might even mourn the loss of that important object, but I'm not sure if I would try so hard to get it back. If it was directly taken from me, and I had the ability to fight for it, I would work harder to get it back, but if I couldn't, I would simply have to learn to deal with that loss.

Conclusion:

- Responses varied based on personal experiences and self motivation for the particular object described
- Magen David necklace -- "would do whatever it takes to recover it"
- One of a kind or hold a value other than monetary -- "would go pretty far to get it back"
- Difficult retrieving process based on the book, *Plunder* -- "I'm not sure how motivated I would be to get an object back"
- Family diary from the Holocaust -- "I would probably do anything to save it, but I'm not sure"
- Mourn the loss of a close object -- "I don't feel super close to many of the objects that I own (...) I would simply have to learn to deal with that loss"