



# **The 23rd Annual Holocaust Writing and Visual Arts Competition for Students**

**2024**

*“... we cannot completely erase all the evil from the world, but we can change the way we deal with it.”*

**This competition is made possible through the generosity of  
The Sarfan/Gary S. and William M. Nachman Philanthropic Fund  
of the UJC Endowment Fund.**

Dear Teachers,

Thank you for opening this booklet and taking the time to familiarize yourself with our Holocaust Writing and Visual Arts Competition. As retired educators, we know how precious your time is and have attempted to align these contents to your specific subject matter & SOLs. To those of you who have participated in the past, thank you for knowing the importance of teaching tolerance to your students and enabling them to confront the horrors of the Holocaust, cruelty, bigotry, and other current injustices.

We would like to emphasize the directions that you will find on the following pages for participants and submission of both writing and visual entries.

- Please make sure each student has submitted ONE copy of his or her entry.
- Make sure their names do not appear on the papers or the art project themselves, only in the body of the email. Entries will be disqualified if this is not followed. Please ensure that the student's work is attached to the email as a Word document.
- All entries must identify the selected prompt at the beginning of their submitted document.
- All written entries must be submitted electronically in a Word document at [hwc@ujcvp.org](mailto:hwc@ujcvp.org). All student information should be in the email, and the entry should be attached to the email submitted.

**\*\*\*All submissions are due by March 8, 2024 at 4 PM**

We are available to help you. For more information, or for resources, feel free to contact us at [Holocaust\\_writing@ujcvp.org](mailto:Holocaust_writing@ujcvp.org).

# **Virginia SOL Standards Relevant to this Competition**

## **Social Studies and History:**

USII.7 - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.

WG. I and WH.I - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.

WHII.II - The student will apply social science skills to understand World War II and its worldwide impact

\*Though all the standards included in WHII.II are relevant, special emphasis should be placed on WHII.IId - examining the Holocaust and other examples of genocide in the twentieth century.

## **Writing:**

6.7, 7.7, 8.7, 9.6 - The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

6.9, 7.9, 8.9 - The student will find, evaluate, and select appropriate resources to create a research product.

9.8 - The student will find, evaluate, and select credible resources to create a research product.

10.6, 11.6, 12.6 - The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

10.8 - The student will find, evaluate, and select credible resources to create a research product.

11.8 and 12.8 - The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

## **Art:**

6.3 and 8.6 - The student will communicate personal ideas, experiences, and narratives through the creation of art, using a variety of media.

6.4, 7.5 and 8.7 - The student will examine and apply ethical decisions in art making.

6.5, 7.6 and 8.8 - The student will use elements of art and principles of design, to express meaning in works of art.

7.3 - The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.

7.4 - The student will communicate ideas, experiences, and narratives through the creation of works of art, using traditional and contemporary media.

8.4 - The student will synthesize prior knowledge and experience to create works of art.

8.5 - The student will convey points of view about contemporary issues in personal works of art.

AI.5 - The student will employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art.

AI.6, AII.4, AII.5- The student will use a variety of traditional and contemporary media (e.g., two-dimensional, three-dimensional, multidimensional) to create works of art.

AI.7 - The student will adhere to ethical choices when creating works of art and design.

AI.8 and AII.8 - The student will select and apply elements of art and principles of design to communicate meaning in works of art.

AI.10 and AII.10 - The student will use a variety of drawing media and processes to create observational and expressive works of art.

AIII.3 - The student will demonstrate skill, independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.

AIII.4 and AIV.3- The student will use the artistic process to develop and inform artistic vision/voice.

AIII.7 and AIV.7 - The student will select art-making media and techniques to create personal works of art.

AIII.9 and AIV.9- The student will present, and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements.

AIV.6 - The student will select subject matter, symbols, images, and media to communicate ideas and themes.

AIV.8 - The student will assume personal responsibility and demonstrate integrity in making ethical decisions as they apply to art making and designing.

# The Holocaust Writing and Visual Arts Competition for Students

The competition is open to students from Gloucester, Hampton, Newport News, Poquoson, Williamsburg/James City County, York County, Smithfield, Suffolk, and surrounding areas.

One of the primary goals of this competition is to encourage students to apply the lessons of history to the moral decisions they make today. Through studying the Holocaust, students explore the issues of tolerance and moral courage as well as the dangers of prejudice, peer pressure, unthinking obedience to authority and indifference. This competition provides students an opportunity to think and express themselves creatively about their research or knowledge of the Holocaust.

## ***Prizes for the Writing Competition will be awarded as follows:***

### **Middle School Divisions (Grades 6, 7, and 8)**

First Place: \$200  
Second Place: \$150  
Third Place: \$100

### **High School Divisions (Grades 9, 10, 11, and 12)**

First Place: \$200  
Second Place: \$150  
Third Place: \$100

## ***Prizes for the Visual Arts Competition will be awarded as follows:***

### **Middle School Division (Grades 6, 7, and 8)**

First Place: \$200  
Second Place: \$150  
Third Place: \$100

### **High School Division (Grades 9, 10, 11, and 12)**

First Place: \$200  
Second Place: \$150  
Third Place: \$100

Winners will be honored at the annual Holocaust Writing and Visual Arts Competition program. The recognition celebration will be in person on Monday, May 6, 2024, during the Yom HaShoah program at the UJC. More information on the program will be coming.

If you need additional copies of this writing booklet, or have any questions about the writing competition, please contact  
**Holocaust\_writing@ujcvp.org**

**You may also download a PDF of this booklet from our website  
[www.ujcvp.org](http://www.ujcvp.org) and follow the link.**

Winning entries may be published, exhibited, or reproduced on our website and in publications of the UJCVP. If you do not want your work published, exhibited, or reproduced, you must notify us in writing at the time you submit your entry. Authors of the finalist essays will be asked to provide their entries to the UJC electronically for inclusion in the winning entries booklet distributed at the Yom Hashoah program.

**Deadline for entries:  
On or before Friday, March 8, 2024 at 4:00PM**

## WRITING COMPETITION GUIDELINES MIDDLE SCHOOL AND HIGH SCHOOL DIVISIONS

**Read the introduction and prompts on pages 8 and 9 in this booklet carefully.**

- 1) Select one of the prompts and write an essay following the instructions. Entries cannot exceed two pages in length and must be typed and double spaced.
- 2) **All submissions must be sent electronically in a Word document, with the prompt number selected, to [hwc@ujcvc.org](mailto:hwc@ujcvc.org). In the body of the email, the following information needs to be included:**
  - a) Your full name, and name of your parent/guardians.
  - b) Your address, including zip code.
  - c) Phone numbers of you and of your guardian must be included.
  - d) Student's and guardian's email address (must have both).
  - e) Your grade, name of your school, and your teacher's name and email address.

**All the above information MUST be included in the body of your email. Essays should be attached to the email.**

- 3) The division you are entering (essay or artwork), and the prompt number you selected as well as all citations must be included in the body of your submission.
- 4) Failure to comply with the following rules will result in disqualification:
  - a) Only one entry per student will be accepted.
  - b) Prompt choice must be cited.
  - c) Entries must be received by the deadline.
  - d) Entries cannot exceed two pages in length.
- 5) **Judging will be based on the following criteria:**
  1. Work is original, creative, and relates to the prompt chosen.
  2. There is proper use of language, including grammar and spelling.
  3. Instructions and guidelines are followed.

**\*\*\* To ensure impartial judging, do not put your name on your essay or any other part of your submission. All artwork and attached statement must be submitted in person, to the UJC on or before 4:00 PM, Friday, March 8, 2024.**

## VISUAL ARTS COMPETITION GUIDELINES

**STUDENTS:** Visually interpret the prompt chosen using images that convey the social/emotional concepts.

**Read the introduction and prompts on pages 8 and 9 in this booklet carefully.**

- (1) All entries should be original and created solely for this competition.
- (2) Entrants should create an original piece of art in the medium of their choice. (oil, acrylic, pencil, charcoal, pastels, crayons, mixed media, sculpture, etc.)
- (3) Submitted artwork using charcoal, pencil or pastels needs to be sprayed with a fixative to prevent transfer and smudges.
- (4) Artwork should be mounted on a firm support such as foam core, wood or heavy cardboard, making sure that the piece is rigid.
- (5) Only one entry per student will be accepted. **Please bring your artwork to the UJC - 401 City Center Blvd. Newport News, to have your artwork digitized. Please call first to make an appointment – 757-930-1422.**
- (6) Image size **should not exceed** 24 x 36 inches.
- (7) **A brief statement of 50 words or less explaining the project must be attached and submitted with the artwork. Information sheets will be filled out when you come to the UJC with your submission. This must include your prompt number. Do not put your name on your artwork.**
- (8) Judging will be based on the following criteria:

Creativity	Communication of the theme
Originality	Ability to follow the guidelines
Composition	
- (9) Failure to comply with the following rules will result in disqualification:
  - a) Only one entry per student will be accepted.
  - b) Prompt choice must be cited.
  - c) Entries must be received by the deadline.
  - d) Entries must include the brief, personal statement.

**\*\*\* To ensure impartial judging, do not put your name on your artwork or any other part of your submission. All artwork and attached statement must be submitted in person, to the UJC on or before 4:00 PM, Friday, March 8, 2024.**

## Introduction to the Prompts:

The Holocaust is a lesson in human (and inhuman) history that took place because of hate, bigotry, indifference – all characteristics that know no bounds. These traits spread like wildfire. If we remain indifferent to human suffering, it could happen again. It could happen here, and who knows who the next victims will be? Only by remembering the bitter lesson of Hitler’s legacy can we hope it will never be repeated. Teach it, tell it, read it. (Mira Kimmelman, *Echoes from the Holocaust*).

The Holocaust is one of the biggest tragedies of the 20<sup>th</sup> century. It has harmed entire nations, has taken millions of lives, and has changed the history of mankind. There is plenty of information about the Holocaust you can research. Please use one of the prompts below to write an essay, or create an artistic presentation, using the directions on pages 8 and 9 of this booklet.

***As you read through the guidelines and competition materials to prepare your entry, please consider those whose lives were lost in the Holocaust, and those who survived. Let your work serve to honor them.***

### Prompts:

*Please read through all six prompts before making a selection*

1. Describe how Jewish people were treated before, during and after the Holocaust in Nazi occupied nations.
2. Research various concentration camps and describe their similarities and differences.
3. What do you think it was like to be a Jewish child during the Holocaust in Europe



4. Learn about what happened to the Jews in Germany in the 1930's and 1940's. What did you learn from this research?
5. Find out what countries were involved in the Holocaust and World War II. Try to explore how the different nations and their people were affected by the circumstances of the Holocaust.
6. Describe or illustrate how a Holocaust survivor's experience in Nazi Germany can inspire you to make meaningful changes today.

## THE ACTION IN THE GHETTO OF ROHATYN, MARCH 1942.

by Alexander Kimel- Holocaust Survivor.

Do I want to remember?

The peaceful ghetto, before the raid:

Children shaking like leaves in the wind.

Mothers searching for a piece of bread.

Shadows, on swollen legs, moving with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, the creation of hell?

The shouts of the Raiders, enjoying the hunt.

Cries of the wounded, begging for life.

Faces of mothers carved with pain.

Hiding Children, dripping with fear.

No, I don't want to remember, but how can I forget?

Do I want to remember, my fearful return?

Families vanished in the midst of the day.

The mass grave steaming with vapor of blood.

Mothers searching for children in vain.

The pain of the ghetto, cuts like a knife.

No, I don't want to remember, but how can I forget?

Do I want to remember, the wailing of the night?

The doors kicked ajar, ripped feathers floating the air.

The night scented with snow-melting blood.

While the compassionate moon, is showing the way.

For the faceless shadows, searching for kin.

No, I don't want to remember, but I cannot forget.

Do I want to remember this world upside down?

Where the departed are blessed with an instant death.

While the living condemned to a short wretched life,

And a long tortuous journey into unnamed place,

Converting Living Souls, into ashes and gas.

No. I Have to Remember and Never Let You Forget.

## BIBLIOGRAPHY

### ***Recommended websites for further information:***

#### **Holocaust Related Websites**

[www.ushmm.org](http://www.ushmm.org)  
[www.theholocaustexplained.org](http://www.theholocaustexplained.org)  
[www.holocaustcommission.org](http://www.holocaustcommission.org)  
[www.holocaust-trc.org](http://www.holocaust-trc.org) (mainly for teachers)  
[www.wiesenthal.com](http://www.wiesenthal.com)  
[www.yadvashem.org](http://www.yadvashem.org)  
[www.fcit.usf.edu/holocaust/timeline/timeline.htm](http://www.fcit.usf.edu/holocaust/timeline/timeline.htm)  
<http://iwitness.usc.edu/SFI/> (mainly for teachers)

#### **Holocaust Related Books**

- Prospective entrants should consult the catalog in their school library.
- Key to abbreviations: Books suitable for middle school students (MS); for high school students (HS).

#### **Poetry**

*Holocaust Poetry*, compiled by Hilda Schiff, 1995. MS, HS

#### **History**

Bachrach, Susan. *Tell Them We Remember*, 1994. MS  
Bauer, Yehudah. *A History of the Holocaust*, 1982. MS, HS  
Byers, Ann. *The Holocaust Overview*, 1998. MS  
Chaikin, Miriam. *A Nightmare in History: The Holocaust 1933-1945*, 1987. MS  
Gilbert, Martin. *The Holocaust: A History of the Jews of Europe during the Second World War*, 1985. MS, HS  
Landau, Ronnie. *The Nazi Holocaust*, 1994. MS, HS  
Meltzer, Milton. *Never to Forget: The Jews of the Holocaust*, 1976. MS, HS  
Rossel, Seymour. *The Holocaust: The Fire That Raged*, 1989. MS  
Lesyson, Leon. *The Boy on the Wooden Box*, 2013. MS, HS

#### **Books on Leaders**

*The Boy on the Wooden Box* by Leon Leyson  
*A Girl on Schindler's List* by Joshua M. Greene  
*Raoul Wallenberg: The Man Who Saved Thousands of Hungarian Jews from the Holocaust* by Ingrid Carlberg  
*My Own Words* by Ruth Bader Ginsburg

### **Books on Leaders continued**

Notorious RBG by Shana Knizhnik and Irin Carmon  
The Liberian of Auschwitz by Antonio Iturbe  
My Mothers Secret by J.L. Witterick  
Irene's Childre by Tilar J. Mazzeo  
The Hiding Place by Corrie Ten Boom

### **Rescuers**

Block, Fay and Malka Drucker. *Rescuers: Portraits of Moral Courage*, 1992. HS  
Fogelman, Eva. *Conscience and Courage: Rescuers of Jews during the Holocaust*, 1994. HS  
Gottfried, Ted. *Heroes of the Holocaust*, 2001. MS  
Meltzer, Milton. *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*, 1988. MS, HS  
Rittner, Carol and Sondra Myers, eds. *The Courage to Care: Rescuers of Jews During the Holocaust*, 1988. MS, HS  
Gratz, Alan. *Project 1065*, 2016. MS, HS  
Gleitzman, Morris. *Once*, 2005. MS, HS  
Gleitzman, Morris. *Soon*, 2015. MS, HS

*“A Lifetime of Caring”*



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Fax: (757) 930-3762

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Submissions: [hwc@ujcvp.org](mailto:hwc@ujcvp.org)

website: <http://www.ujcvp.org>