



The 22nd Annual Holocaust Writing and Visual Arts Competition for Students

2023

“... 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.
- All written entries must be submitted electronically at 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 February 24, 2023 at 4:00PM

We are available to help you. For more information, or for resources, feel free to contact us at
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.II.d - 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, AI.4, AI.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 AI.8 - The student will select and apply elements of art and principles of design to communicate meaning in works of art.

AI.10 and AI.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 Competition program. The recognition celebration will be in person on Monday, April 17, 2023, 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 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, February 24, 2023 at 4:00PM**

WRITING COMPETITION GUIDELINES MIDDLE SCHOOL AND HIGH SCHOOL DIVISIONS

Read the story on page 8 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 to hwc@ujcvp.org. In the body of the email, the following information needs to be included:**
 - a) The division you are entering (essay or artwork), and the prompt # you selected.
 - b) Your full name, and name of your parent/guardians.
 - c) Your address, including zip code.
 - d) Phone numbers of you and of your guardian.
 - e) Student's and guardian's email address (must have both).
 - f) 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. Cite all sources.

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 deadline.
 - d) Entries cannot exceed two pages in length.

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.

***All entries must be emailed to hwc@ujcvp.org
on or before 4:00 PM, Friday, February 24, 2023***

***** To ensure impartial judging, do not put your name or other identifying information on any page other than the email. Writing entries will not be returned.**

VISUAL ARTS COMPETITION GUIDELINES

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

Read the story on page 8 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. Do not put your name on your artwork.**
- (8) Judging will be based on the following criteria:
 - Creativity
 - Originality
 - Composition
 - Communication of the theme
 - Ability to follow the guidelines

***** 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, February 24, 2023

Story

Anthropologist Margaret Mead said, “Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

What do we do when we see something that is wrong?

In Germany in 1943, a group of idealistic students led by siblings Hans and Sophie Scholl, formed a resistance group called the White Rose. They were appalled by what they saw the Nazis doing, and heroically protested their “racial laws” and policies with six anti-propaganda leaflets. They physically spread these leaflets throughout Germany, in the era before instant communication and social media. They were the only German group to publicly challenge the Nazi war machine. They were caught, and ultimately paid with their lives.

Like the students of the White Rose, other non-Jews, known as Righteous Gentiles, also chose to make risky, yet compassionate, moral choices during the Holocaust. These individuals opted to turn away from Nazism and its collaborators to help Jews survive and escape. One of the most respected and admired Righteous Gentiles was Miep Gies, who protected Anne Frank and her family in Amsterdam until they were betrayed. Another well-known Righteous Gentile was Oskar Schindler, who saved over 1200 Jews from the Holocaust’s deadly fate by employing them in his munitions factory. Both are named by Yad Vashem, the Holocaust Memorial Museum in Jerusalem, as Righteous Among the Nations.

The stories of both the White Rose and Righteous Gentiles reveal what transforms people from indifferent bystanders into Heroes of Humanity. Steven Spielberg’s 1993 film, *Schindler’s List*, brought the actions of Righteous Gentiles into the public consciousness. And today, the White Rose students are icons in Germany. Jud Newborn, co-author of *Sophie Scholl and the White Rose*, notes that in a nationwide competition to choose the ten most important Germans of all time, German voters chose Hans and Sophie Scholl for fourth place, beating out Gutenberg, Bach, and Albert Einstein.

Miep Gies, Oskar Schindler, and Hans and Sophie Scholl were among the few to stand in stark contrast to the mainstream of indifference and hatred that engulfed Europe during the Holocaust.

Ethicist Michael Josephson believes we all have within us the capacity to be “White Rosers,” or Righteous Gentiles. “The voice of moral courage is always there, but sometimes it is drowned out by the drumbeat of our fears and doubts. We need to learn to listen for the voice. The more we call on it and listen to it and trust it, the stronger it becomes.”

The Holocaust Commission hopes that thinking about the lessons of the Holocaust in preparation of your entry will strengthen your inner voice of moral courage.

Reverend Martin Neimoller, who was in a concentration camp, wrote this poetic explanation after the war:

First they came for the Communists,
And I didn't speak up because I wasn't a Communist.
Then they came for the trade unionists,
And I didn't speak up because I wasn't a trade unionist.
Then they came for the Jews,
And I didn't speak up because I wasn't a Jew.
Then they came for the Catholics,
And I didn't speak up because I was a Protestant.
Then they came for me,
And by that time, there was no one left to speak for me.

A later poem, Riddle, written in 1991 by William Heyen, illustrates the Holocaust this way:

From Belsen a crate of gold teeth,
from Dachau a mountain of shoes,
from Auschwitz a skin lampshade,
Who killed the Jews?

Not I, cries the typist,
not I, cries the engineer,
not I, cries Adolf Eichmann,
not I, cries Albert Speer.

My friend Fritz Nova lost his father—
a petty official had to choose.
My friend Lou Abrahms lost his brother.
Who killed the Jews?

David Nova swallowed gas,
Hyman Abrahms was beaten and starved.
Some men signed their papers,
and some stood guard,

and some herded them in,
and some dropped the pellets,
and some spread the ashes,
and some hosed the walls,

and some planted the wheat,
and some poured the steel,
and some cleared the rails,
and some raised the cattle.

Some smelled the smoke,
some just heard the news.
Were they Germans? Were they Nazis?
Were they human? Who killed the Jews?

The stars will remember the gold,
the sun will remember the shoes,
the moon will remember the skin,
But who killed the Jews?

WRITING AND ARTWORK PROMPTS

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.

Please read through the following four prompts. Choose one that interests you when writing your essay or creating your artwork.

Prompt #1:

With rights and freedoms come responsibilities. Each of us is responsible for the moral decisions we make every day: whether we choose to act or not to act, whether we are part of the problem or part of the solution. We must always remember that abolishing the rights of one group invariably leads to the loss of rights for all. As stated in the motto of the United States Holocaust Memorial Museum, “What You Do Matters.”

Think of this motto in terms of the actions of the White Rose and Righteous Gentiles under Hitler’s Third Reich. Identify solutions in today’s world where a group of people are either losing their rights, suffering persecution, or facing atrocities. Apply the lessons learned from the actions of the White Rose and Righteous Gentiles to this situation. Identify ways you can help honor their legacy by choosing to take a stand and helping someone, or a group, that face these circumstances.

Prompt #2:

Heroes are not born. They evolve. Unlike the groups targeted by the Nazis during the Holocaust, the White Rose and Righteous Gentiles had a choice to either do what was easy, or to do what was right. They chose to help others – at great risk to themselves and their families’ lives. They are true Heroes of Humanity.

Identify the qualities that define a hero. How were these qualities present in the actions of the White Rose and Righteous Gentiles during Hitler’s Third Reich? Identify people you consider heroes today. Compare and contrast their beliefs and actions with those of the White Rose and Righteous Gentiles. What lessons can you learn from this and how can you apply them to your life today?

Prompt #3:

“I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere.”

“There is much to be done, there is much that can be done. One person – a Raoul Wallenberg, an Albert Schweitzer, one person of integrity, can make a difference of life and death.”

-Elie Wiesel

Like some German citizens who may, once the war was over, have regretted their inactions, what would you do as a German citizen to overcome your indifference during the war? What different life choices would you make in the future?

Prompt #4:

When bad things happen, some look away; some wait to see if another will do something; some blame others for doing nothing; some simply complain how bad things are. But there are some who say, “If something is wrong, I should try to put it right.” Those trying to “put it right” are Heroes of Humanity.

Think of this statement in terms of the actions of the White Rose and Righteous Gentiles under Hitler’s Third Reich. How did they attempt to fulfill their obligation to those innocents who were suffering persecution? What character traits did they possess that enabled them to act nobly? What lessons can we learn and apply from the actions of these Heroes of Humanity?

BIBLIOGRAPHY

Recommended websites for further information:

Holocaust Related Websites

www.ushmm.org
www.theholocaustexplained.org
www.holocaustcommission.org
www.holocaust-trc.org (mainly for teachers)
www.wiesenthal.com
www.yadvashem.org
www.fcit.usf.edu/holocaust/timeline/timeline.htm
<http://iwwitness.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”



United Jewish Community of the Virginia Peninsula, Inc.
401 City Center Boulevard, Newport News, VA 23606

Telephone: (757) 930-1422

Fax: (757) 930-3762

Email: Holocaust_writing@ujcvp.org

Submissions: hwc@ujcvp.org

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