

The United Jewish Community of the Virginia Peninsula, Inc.

Presents

The 18th Annual Holocaust

Writing and Visual Arts Competition for Students

2019

Opa Remembers

Special Thanks

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



A Note from the Holocaust Writing Competition Chairs: Sandy Katz, Helaine Shinske, Linda Molin Ruth Sacks, Visual Arts Competition Chair

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 difficult and time-consuming it is to attempt a project that is not sanctioned by specified curriculum directives. To those of you who have participated in the past, thank you for knowing the importance of teaching tolerance to your youngsters and enabling them to confront the horrors of the Holocaust, cruelty and bigotry wherever found. **As you will note, we have continued the visual arts component this year.**

We are delighted when we see many familiar names of teachers each year participating with their students. For those of you considering using this tool for the first time, we welcome you to our program.

Someday we hope to meet you all!

We would like to emphasize some of the directions that you will find on the following pages. Also please read the directions for the visual arts entries included on page 7.

Remember also, if you have class sizes that are significantly smaller than 22 students, please let us know so that we may consider sending you a class set of books for your efforts. No one should be penalized for small classes in this day and age!

- Please make sure each student has submitted two copies of his or her entry stapled individually.
- Make sure their names do not appear on the papers or the art project themselves, only on the cover sheet.
- It would also shave off hours when we code the entries if you could alphabetize the students' names according to the writing prompts they select.



Some currently published books you might like to read:

- ~*Once we were brothers*, Ron Balsam
- ~*Life in a Jar*, Jack Mayer
- ~*All the Light We Cannot See*, Anthony Doerr
- ~*The Postmistress*, Sarah Blake
- ~*Such Good Girls*, R.D. Rosen
- ~*No Pretty Pictures*, Anita Lobel

The expanded UJC Library contains many Holocaust related books for you to read and review.

Helaine Shinske – hsmazel@verizon.net or Sandy Katz – 2727katz@cox.net - Co-Chairs, Holocaust Writing Competition Committee. Ruth Sacks – ruth542@aol.com, Visual Arts Chair.

ATTENTION TEACHERS!
Earn Books for Your Classroom Simply by Submitting Your Students'
Work to The Holocaust Writing Competition

All teachers who submit at least 22 original student entries may choose one title from the following lists. **Fill in the information below** and return this page with your students' entries. If you teach smaller classes, please call us regarding the number of entries we might accept to qualify for this program.

All entries must meet competition guidelines. We will deliver the books to you at your school. If there is another book related to teaching tolerance that is not on the list, or other educational materials you would like, please notify us, and we will consider your request. Please note that the books are presented to the teachers for the school's use.

Circle one title from the following:

Middle School Books

1. *Friedrich*, Hans Peter Richter
2. *Jacob's Rescue*, Malka Drucker
3. *Tunes for Bears To Dance To*, Robert Cormier
4. *Number The Stars*, Jane Lowry
5. *Kinder Transport*, Olga Levy Drucker
6. *The Man From The Other Side*, Uri Orlev
7. *The Cage*, Ruth Minsky Sender
8. *The Shawl*, Cynthia Ozick
9. *The Devil's Arithmetic*, Jane Yolen
10. *The Diary of Anne Frank*, Anne Frank
11. *The Wave*, Todd Strasser
12. *Maus*, Art Spiegelman
13. *Night Crossing*, Karen Ackerman, Elizabeth Sayeles
14. *Behind the Bedroom Wall*, Laura Williams, A. Goldstein
15. *Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust*, Dorene Rappaport.
16. *Parallel Journeys*, Eleanor Ayers, Alfons Heck(with), Helen Waterford

17. *Surviving Hitler: A Boy in the Nazi Death Camps*, Andrea Warren.

18. *Island on Bird Street*, Uri Orlev, Hillel Hawkin (translator)

19. *The Seamstress: A Memoir of Survival* by Sarah Tuvel Bernstein

High School Books

1. *Mila 18*, Leon Uris
2. *Sophie's Choice*, William Styron
3. *Survival in Auschwitz*, Primo Levi
4. *Gentle Hands*, Ruth Kerr
5. *A Scrap of Time*, Ida Fink
6. *Never To Forget*, Milton Meltzer
7. *Rescue*, Milton Meltzer
8. *The Hidden Children*, Howard Greenfield
9. *Night*, Elie Wiesel
10. *The Diary of Anne Frank*, Anne Frank
11. *The Wave*, Todd Strasser
12. *Coming Evil*, Vivian Velde
13. *The Book Thief*, Markus Zusak
14. *The Children of Willesden Lane*, Mona Golabek. Lee Cohen

Please print all information clearly.

Full Name of Teacher _____

Full Name of School _____

Complete School Address _____

Street

City/Town

Zip

Email Address _____ School Telephone _____

Subject Teaching _____ Class Size _____

of Writing Entries submitted _____

of Visual Art projects _____

This cover sheet should accompany all students' entries.

Are you preparing your students for the SOL tests?

This competition can assist you in preparing your students for the SOL by addressing the following SOL skills for both Social Studies and Language Arts/English.

Social Studies SOL Skills

- Identify, analyze and interpret primary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts and art to increase the understanding of events and life in the United States.
- Evaluate the authenticity, authority and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Communicate findings in analytical essays and/or comprehensive papers.
- Develop skills in persuasive writing with respect to enduring issues.

Language Arts/English SOL Skills

- Read and understand information from varied sources.
- Apply knowledge of resources in preparing written presentations.
- Credit the sources of both quoted and paraphrased ideas.
- Use writing to interpret, analyze and evaluate ideas.
- Develop narrative, literary, expository and technical writings to inform, explain, analyze, or entertain.
- Collect, evaluate and organize information.



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 young people to apply the lessons of history to the moral decisions they make today. Through studying the Holocaust, students explore the issues of 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 what they have learned.

Prizes will be awarded in each writing competition category (Essay & Creative) as follows:

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

First Place: \$150
Second Place: \$100
Third Place: \$75

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

First Place: \$150
Second Place: \$100
Third Place: \$75

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

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

First Place: \$150
Second Place: \$100
Third Place: \$75

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

First Place: \$150
Second Place: \$100
Third Place: \$75

Winners will be honored at the annual community Holocaust Remembrance program, Yom Hashoah, on **Wednesday, May 1, 2019 at 7:00 PM** at the **Jewish Community Center, 401 City Center Boulevard, Newport News**. Booklets with the winning entries will also be distributed at the program.

If you would like additional copies of the guidelines call the UJCVP, 930-1422 or by email at unitedjc@ujcvp.org.

If you have any questions about the writing competition, please contact Helaine Shinske–hsmazel@verizon.net; Sandy Katz–2727katz@cox.net or Linda Molin at lmolin42@gmail.com.

Ruth Sacks, ruth542@aol.com with questions about the visual arts project.

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 winning 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.

Winning art projects will also be displayed at the Yom Hashoah program.

**Deadline for entries:
On or Before Friday, March 1, 2019 at 4:00PM**

WRITING COMPETITION GUIDELINES MIDDLE SCHOOL AND HIGH SCHOOL DIVISIONS

Read Carefully

1. Select one of the activities presented and write a piece of creative or expository writing following the instructions for each. Entries may be up to three pages in length and must be typed and double spaced.
2. Include a cover page with the following information on both copies:
 - a) The division you are entering, Middle School or High School, and the activity you are addressing.
 - b) Your full name, telephone number and address including zip code, and your email address.
 - c) Grade, teacher's full name, and school
3. Cite all sources.
4. Failure to comply with the following rules will result in disqualification.
 - a) Two complete copies of your entry must be submitted.
 - b) Only one entry per student will be accepted.
 - c) Activity choice must be cited.
 - d) Entries must be received by deadline.

Teachers: It would be helpful if entries were submitted in **alphabetical order**.

Judging will be based on the following criteria:

1. Work is original, cohesive and insightful.
2. There is proper use of language including grammar and spelling.
3. Instructions and guidelines are followed.

Entries will not be returned.

***All entries must be delivered to the United Jewish Community
on or before 4:00 PM, Friday, March 1, 2019***

401 City Center Boulevard, Newport News, Virginia 23606
(Office hours M-Th 8:30 AM-5:00 PM, Friday 8:30 AM - 4:00 PM)
(757)930-1422

To ensure impartial judging, do not put your name or other identifying information on any page other than the cover page. Staple all pages together in the upper left-hand corner with the cover page first. (2 complete copies required.)

VISUAL ARTS COMPETITION GUIDELINES

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

- (1) All entries should be original and created solely for this competition.
- (2) Entrants should create an original two-dimensional piece of art in the medium of their choice. (oil, acrylic, pencil, charcoal, pastels, crayons, mixed media, 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.
- (6) Image size should not exceed 24 x 36 inches.
- (7) **A brief statement of 50 words or less explaining the project and stapled to the cover sheet, must be included.**
Two (2) copies of cover sheet (as detailed below) and statement required. Do not put your name on your artwork.
- (8) Judging will be based on the following criteria:
 - Creativity
 - Originality
 - Craftsmanship
 - Composition
 - Presentation
 - Communication of the theme
 - Ability to follow the guidelines

COVER SHEET TO INCLUDE:

- (a) The division you are entering: Middle School or High School.
- (b) Your full name, phone number and address including zip code and email address.
- (c) Grade, teacher's full name and school.

To ensure impartial judging, do not put your name on your art work or any other part of your submission except the cover page which will be attached to your brief statement.

Our Story...

“Set the table for six, Christina. Opa is coming for dinner after church today!”

“Perfect” Christina thought. It’s always great to see Opa but tonight he can help me with my project. My teacher wants us to find out what we can about Germany during the 1930’s and 1940’s. Opa is from Germany. Maybe he can help me understand why I need to learn about what happened so long ago and far away.

The doorbell rang. Opa was precisely on time, as usual.

As Christina’s family gathered at the table, she took the seat across from her grandfather. As the dishes were passed, Christina stared at her grandfather. How proud and elegant he was! “Opa, tell me about Germany! Tell me what it was like to grow up there.”

“Ach, Liebchen! It was beautiful. We walked everywhere. Everything was clean and bright. I remember clear, snowy mountains, the crisp air... and the Kriskindle Markt! The warm roasted almonds in cones, the nutcrackers... I had a collection... Muttie bought me a different one each year...” Then he stopped smiling; his eyes became sad. Tears began to form, and he took a breath.

“Then things changed... The sounds: breaking glass on *Kristallnacht*, barking dogs, the gun shots. Walls were built to create ghettos. My Jewish friend Simon was forced to wear an armband with a Star of David on it, and he could not leave his home without wearing it. Our school friends were not allowed to play with him. His father was beaten and forced to close his shop. Then his family was forced to leave their home with just a few belongings and board a train. I never saw Simon again.

As Christina watched, Opa continued to remember. By this time, tears were streaming out of his eyes. We could not shop at the Jewish bakery. One by one we watched as Jewish businesses closed. Because they were Jewish, Dr. Cohen could not be our doctor and Mrs. Bloc could not be our teacher. I didn’t know then, but later I learned that Jewish men in the ghettos were appointed to the Judenrat. What a cruel assignment that was! Children were frightened; grown ups were angry or sad.” By this time, Opa was crying and could not speak. Finally. He said, “Oh my darling... Please God, never again.”

What vivid, horrifying, heartbreaking images! Christina now understood it is important for her to learn about this period in history.



WRITING PROMPTS

CREATIVE PROMPTS

Choose one prompt from the choices below.

HIGH SCHOOL & MIDDLE SCHOOL:

- (a) Write a poem or a rap describing some of the horrors Opa remembers.
- (b) Write a dialogue that might have taken place between Opa (his given name is Oskar) and his boyhood friend Simon in the late 1930's as they tried to comprehend what was happening in their town.
- (c) Write a diary entry describing what you are seeing and feeling living in a ghetto

ESSAY PROMPTS

Choose one prompt from the choices below.

HIGH SCHOOL & MIDDLE SCHOOL

- (a) Write an essay explaining why it is important for students today to learn what happened in Germany in the 1930's and 1940's. Be sure to give examples of how your research has helped you better understand the world today.
- (b) Write an essay explaining what the Judenrat was and how it functioned within the ghettos.
- c) Describe the experience that Simon's family might have had on the train they were forced to board and when they arrived at their destination.



BIBLIOGRAPHY

Holocaust Related Web Sites

This is an extraordinary website to help you with your research:

<http://www.holocaust-trc.org>

www.holocaust-trc.org/

www.facing.org/

www.holocaust-history.org/

www.jfr.org

www.ushmm.org/

www.wiesenthal.com/

www.yad-vashem.org.il/

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). Books available at eight public libraries: Gloucester Co.(G), Hampton (H), Newport News (NN), Poquoson (P), York Co.(Y), Williamsburg Regional (W), Christopher Newport University (CN), College of William and Mary (WM.)

Biography

I Promised I would Tell, Sonia Weitz, Published August 1st 1993 by Facing History and Ourselves National Foundation, MS, HS, Available on the web.

Poetry

Holocaust Poetry, compiled by Hilda Schiff, 1995. MS, HS [NN, P, W, Y]

History

Bachrach, Susan. *Tell Them We Remember*, 1994. MS [All eight libraries.]

Bauer, Yehudah. *A History of the Holocaust*, 1982. MS, HS [G, NN, W, CN, WM]

Byers, Ann. *The Holocaust Overview*, 1998. MS [G, Y, W]

Chaikin, Miriam. *A Nightmare in History: The Holocaust 1933-1945*, 1987. MS [G, H, NN, P, Y, W]

Gilbert, Martin. *The Holocaust: A History of the Jews of Europe during the Second World War*, 1985. MS, HS [H, NN, Y, CN, WM]

Landau, Ronnie. *The Nazi Holocaust*, 1994. MS, HS [H, NN, W, WM]

Meltzer, Milton. *Never to Forget: The Jews of the Holocaust*, 1976. MS, HS [All eight libraries.]

Rossel, Seymour. *The Holocaust: The Fire That Raged*, 1989. MS [NN, P, W]

“A Lifetime of Caring”



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