
THE
**2019 ELIE WIESEL
WRITING
COMPETITION**
FOR STUDENTS

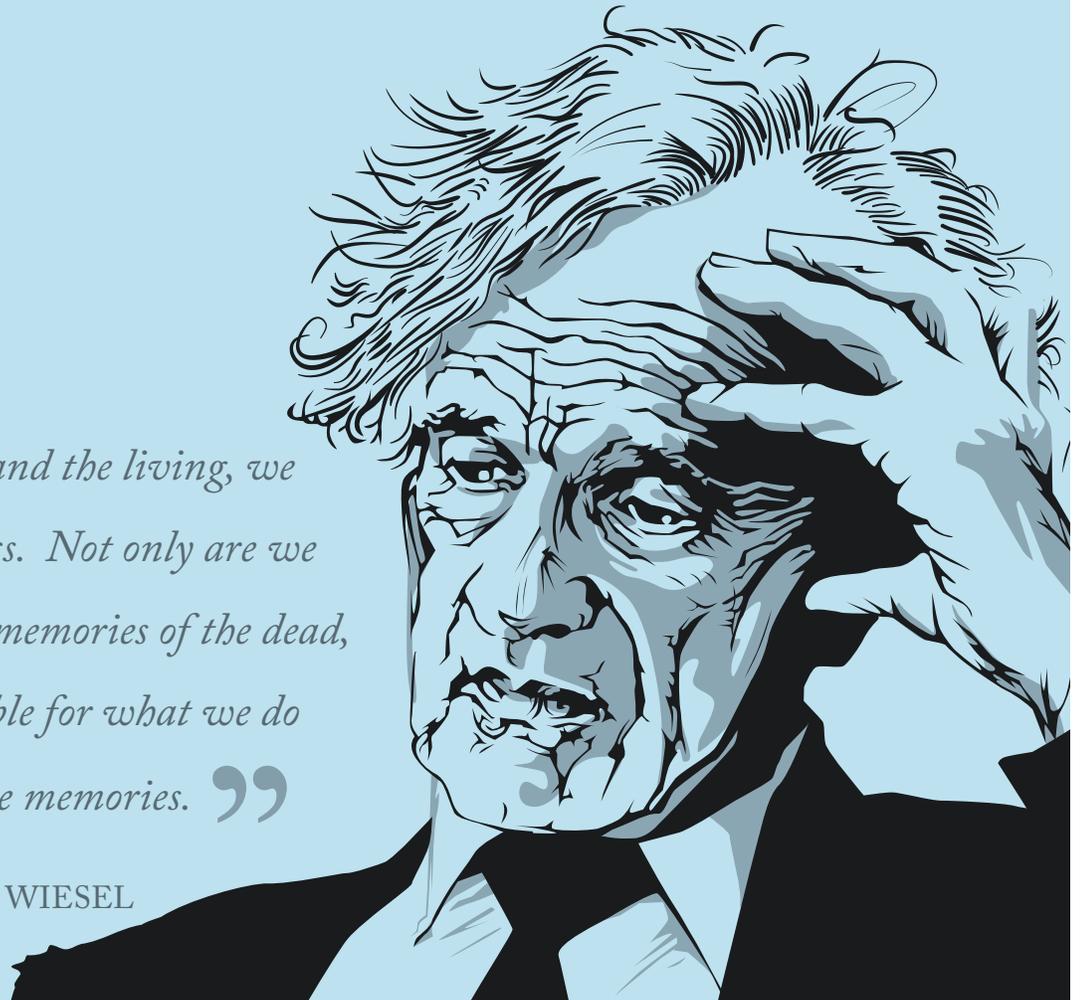
Sponsored by **THE SIMON FAMILY
FOUNDATION**

THE
**2019 ELIE WIESEL
VISUAL ARTS
COMPETITION**
FOR STUDENTS

Sponsored by **TOWNE BANK**
The Best Bankers. Hometown Banking.

“ *For the dead and the living, we
must bear witness. Not only are we
responsible for the memories of the dead,
we are responsible for what we do
with those memories.* ”

– ELIE WIESEL



THE 2019 ELIE WIESEL WRITING & VISUAL ARTS COMPETITIONS

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

OUR GOAL

The Holocaust Commission is dedicated to encouraging students to learn about the Holocaust and apply its myriad lessons to their own lives. The Commission wants students to understand the importance and true nature of moral courage, as the dangers of all types of prejudice, peer pressure, unthinking obedience to authority, and indifference to the suffering of others are still widespread in our world. It is essential that young people develop the moral courage necessary to defeat these dangers, for their own sakes and for the protection of our democratic values.

Competitions are open to middle and high school students.

DIVISIONS

Junior Division: Grades 6 – 8

Senior Division: Grades 9 – 12

PRIZES

Prizes will be awarded in each category and division.

First Place: \$225

Second Place: \$150

Third Place: \$100

COMPETITION DEADLINES

WRITING & MULTIMEDIA ENTRIES

ALL writing and multimedia competition entries must be received
by 4:00pm, Thursday February 14, 2019.

VISUAL ARTS ENTRIES

Visual arts entries will be accepted from
9:00am – 4:00pm, Monday March 4– Friday March 15, 2019

WHY SHOULD MY STUDENTS PARTICIPATE?

- By participating in this competition, students will examine how they understand prejudice, intolerance, and peer pressure, and look at how they have reacted to it in the past. Their thoughtful responses to the questions posed here will help them internalize the concepts of justice and moral courage and, we hope, lead them toward lives of purpose, in which they become active, thoughtful citizens.
- The competition provides direct correlation with multiple SOL standards (*see page 4 of the booklet*).
- The competition provides students the opportunity to participate in a prestigious contest with both financial and academic rewards.
- You, your students, and your school will benefit from our rewards program (*see page 15 of the booklet*).

WHAT WILL HAPPEN TO WINNING ENTRIES?

- Winning art and multimedia entries will be on display at the annual commemoration of Yom Hashoah, Holocaust Day of Remembrance, to be held Wednesday May 1, 2019 at 6:45pm, at Temple Israel in Norfolk.
- Winning written entries will be reproduced and distributed at the Yom Hashoah commemoration.
- Winning and notable art entries will be on display at the Simon Family JCC at 5000 Corporate Woods Dr., Virginia Beach from May 6 through May 31, 2019. There will be a reception honoring the student artists on Tuesday May 7, from 5:00 – 6:30pm.
- Winning entries in all categories and divisions will be posted on the Holocaust Commission website, www.holocaustcommission.org.

DIRECTIONS FOR TEACHERS

- Copy and distribute the Background Information on page 5 and the appropriate Entry Form from this booklet to your students.
- Note that the entry forms and questions vary by age and category. Combined with the Background Information, these sheets contain everything pertinent for entry.
- Collect your students' entries, making sure they prepare two complete copies of all writing entries, with no names identifying them on anything but their entry forms.
- Multimedia and two-dimensional and three dimensional art entries should also contain no identifying information, and should have two entry forms per student.
- Deliver the entries to the Holocaust Commission by the deadlines noted on the entry forms.



THE HOLOCAUST COMMISSION

*"We need to teach the darkest chapter in human history with renewed vigour, as if for the first time.
And we have to do it with the urgent understanding that this is no longer
about the past – but about averting a deadly future."*

-Jonathan Freedland, Columnist, the Guardian

SOL SKILLS CORRELATION

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

SOCIAL STUDIES SOL SKILLS

USII.1, USII.7, WHII.1, WHII.11, VUS.1, VUS.11

- 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
- Develop perspectives of time and place, including the construction of maps and various time lines of events, periods and personalities in American history
- Communicate findings (orally and) in analytical essays and/or comprehensive papers
- Develop skills in (discussion, debate, and) persuasive writing with respect to enduring issues, and determine how divergent viewpoints have been addressed and reconciled
- Examine the Holocaust and other examples of genocide in the twentieth century
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time
- Interpret the significance of excerpts from famous speeches and other documents

LANGUAGE ARTS/ENGLISH SOL SKILLS

6.3, 6.5, 6.7, 6.9; 7.2, 7.3, 7.5, 7.7, 7.9; 8.3, 8.5, 8.7, 8.9; 9.2, 9.4, 9.6, 9.8; 10.2, 10.4, 10.6, 10.8; 11.2, 11.4, 11.6, 11.8; 12.2, 12.4, 12.6, 12.8

- Read and understand information from varied sources
- Apply knowledge of resources in preparing written (and oral) 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
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing
- Collect, evaluate, and organize information
- Use print, electronic databases, and online resources to access information

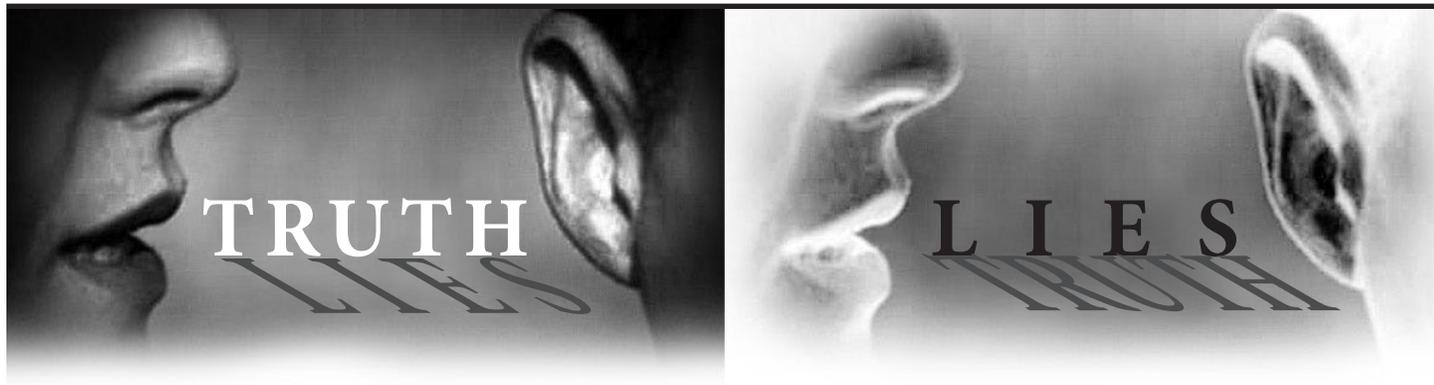
VISUAL ARTS SOL SKILLS

- Create works of art that are original and represent personal expression
- Define and practice ethical procedures when producing works of art
- Demonstrate skill in preparing and displaying works of art
- Art can have diverse values and meanings
- Art can have symbolic and metaphorical meanings
- Art is a reflection of time, place, and culture
- Art making needs a well-developed knowledge base which benefits from art, other subject areas, and personal and real world experience

MULTIMEDIA SOL SKILLS

- Demonstrate knowledge of technology's ethical, cultural, and societal procedures
- Demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity
- Use technology tools to create and communicate for individual and/or collaborative projects
- Display responsible use of technology systems, information, and software, including fair use and copyright regulations

BACKGROUND INFORMATION



? In a 1959 interview, noted philosopher Bertrand Russell (1872-1970), was asked what advice he would give future generations.* He responded, *“When you are studying any matter or considering any philosophy, ask yourself what are the facts that the Truth bears out. Never let yourself be diverted by what you wish to believe. Look only and solely at what are the facts.”*

Being able to differentiate between fact and opinion is the cornerstone of determining the truth. History provides us with examples of the tragic results

when this ability is blurred or lost. Nazi Germany quickly became expert at the creation of lies and the distortion of facts to fabricate their own “truths,” based on prejudice and intolerance. Hitler’s propaganda machine supported the idea that if you tell a lie big enough, loud enough, and long enough, people will believe it. These lies were repeatedly incorporated into daily life until they became “normal.” It was only much later that testimony from survivors, rescuers, and liberators challenged the pervasive narrative that the Nazis had sewn into the German psyche, encouraging the pursuit of Truth.

Young people were often the targets of this propaganda, and because of the suppression of the press and control of personal speech, they did not have resources available to fact-check the Nazi rhetoric. But in the 21st century, technology has revolutionized our means of communication, disseminating limitless amounts of information at unprecedented speeds. How do we ultimately determine the truth when a multitude of issues are now presented in rapid fire succession, challenging us to discern among fact, fiction, and opinion?

John Freeman posed this question to philosopher, mathematician, and Nobel laureate Bertrand Russell on the British Broadcasting Company (BBC) television program **Face to Face in 1959.*

RECOMMENDED WEBSITES FOR FURTHER INFORMATION:

<http://jewishva.org/holocaust-resources>

Holocaust Resources compiled by the Holocaust Commission

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

Holocaust Teacher Resource Center

<https://www.facinghistory.org/>

Facing History and Ourselves Searching "social media" and/or "truth" on this site will lead to more specific resources for teachers and students.

<https://www.ushmm.org>

The United States Holocaust Memorial Museum Searching "social media" and/or "truth" on this site will lead to more specific resources.

<http://www.wiesenthal.com>

Simon Wiesenthal Center Find information regarding statements on current events.

<http://www.yadvashem.org>

Yad Vashem, World Holocaust Remembrance Center

<https://aboutholocaust.org/facts-about-the-holocaust/>

UNESCO and the World Jewish Congress

<http://iewitness.usc.edu/SFI/>

I Witness, sponsored by the USC Shoah Foundation, has media resources for students to use. To use this site completely, students must have their teachers join, and then send an invitation to the students.

<http://www.theholocaustexplained.org/>

The Holocaust Explained - Great site for students

<http://www.history.com/>

A great resource for history and modern day events.

The correct entry form for the category and division must be completed and signed, and two copies of it must accompany all entries.

Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

JUDGING CRITERIA

Judging will be based on creativity, craftsmanship, presentation, composition, originality, and how well your work addresses the question or activity. Do not put your name or any other identifying information on your work, other than on the detachable entry form.

NOTIFICATION OF WINNERS

ALL competition winners will be notified by email no later than **Friday April 12, 2019.**

RETURN POLICIES OF ENTRIES

Written Entries

Written entries will not be returned.

Multimedia entries

Multimedia entries will not be returned.

Non-Award Winning Artwork

Because we are unable to provide long term storage for visual arts entries, all **non-award winning and non-art show selected pieces MUST be picked up** at the UJFT Holocaust Commission office (5000 Corporate Woods Drive, Suite 200, Virginia Beach) between **April 15 – April 26, 2019**, unless other arrangements are made in writing. Any non-award winning artwork NOT picked up by **4:00pm on April 26** becomes property of the Holocaust Commission.

Simon Family Jewish Community Center Exhibit Artwork

Details regarding pick-up of the winning artwork, and other artwork selected for the JCC exhibit, will be provided to participants when they are notified of their entries' selection for the exhibit.

While we use the utmost care in handling art entries, neither the Holocaust Commission nor the United Jewish Federation of Tidewater can be held responsible for damage to artwork.

THE 2019 ELIE WIESEL WRITING COMPETITION

Junior Division, Grades 6 – 8

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

Two copies of this form must accompany all entries to the Elie Wiesel Writing Competition, Junior Division, grades 6–8. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender M F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Category (circle one) Essay Poetry

Activity (circle one) Question 1 Question 2

Please mark on the first page of your entry, "Question 1" or "Question 2."

Title of Entry _____

*I understand the guidelines of the 2019 Elie Wiesel Competitions. This work is my **original effort, created for this competition**. I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and /or use any/all entries for publicity.*

Student Signature _____ Date _____

Junior Division Writing Competition Deadline | 4:00 pm, Thursday, February 14, 2019

STUDENT DIRECTIONS

JUNIOR DIVISION WRITING COMPETITION



After reading the Background Information on page 5, select one of the following questions to answer, considering how it relates to the quote associated with it.

QUESTION #1 History, despite its wrenching pain, cannot be un-lived, but if faced with courage, need not be lived again. ~MAYA ANGELOU

The late Senator John McCain, imprisoned and tortured for five years during the Vietnam War, said, “We should never hide from history.” We would like to think that history is a *Truth* that can and should be learned, but lessons cannot be learned only from textbooks. There is tremendous value in eyewitness testimony from Holocaust survivors and witnesses.

Using the primary source of survivor and witness testimony on our website, <https://holocaustcommission.jewishva.org/home-page/what-we-carry>, explain how to keep Holocaust history relevant, even as we are losing the eyewitnesses. Include why you think a particular survivor’s or witness’ story best teaches about the tragedies and lessons of the Holocaust.

What is it that makes a witness’ or a survivor’s testimony so important to learn? How are these primary sources important to the study of history?

QUESTION #2 One of the scary things...about the Internet is that it’s an open sewer of untreated, unfiltered information. If kids don’t know how to navigate — to know if something is really true and not just to grab the latest thing off Wikipedia — they’re going to have a problem in life. ~THOMAS FRIEDMAN

What you do on social media has an impact. Your words, your posts, your tweets, and your “likes,” influence your social community. The Hitler Youth was a social community that followed what the authority figures told them. The Nazis’ words sounded like facts but were actually propaganda to advance Hitler’s agenda. One reason that Hitler Youth did not question Nazi authority was because they did not have the resources that today’s young people have at their disposal to question and research ideas immediately.

Confronted with the truth of racist and unethical Nazi policies and operations, but without the benefit of 21st century technology, Hans and Sophie Scholl created the White Rose, a group of student activists who heroically protested the Nazi regime. (They were ultimately executed for their brave actions as upstanders.)

Consider “the truth” you see at school or on the internet and social media. Reflect on information from your newsfeed or memes you see online, and your reactions to them. Describe a time you discovered information at school or online that caused you to think about your values and how you would represent them. Have you ever unintentionally used social media to hurt others? Have you used it to protect anyone from being maligned by untruths? Describe how you can use social media for social justice in the future.

HOW DO I SUBMIT MY ENTRY?

- You must submit two copies of your entry.
- Staple each copy to a completed and signed entry form. Additional copies of this form can be found at the Elie Wiesel Competition link at www.holocaustcommission.org.
- DO NOT place your name on your entry, but DO put the question number you choose on BOTH ENTRY FORMS AND AT THE TOP OF ALL ENTRY PAGES.
- All entries must be double spaced and in 12 point font. Limit: THREE pages.

Junior Division Writing Competition Deadline | 4:00 pm, Thursday, February 14, 2019

THE 2019 ELIE WIESEL WRITING COMPETITION

Senior Division, Grades 9 – 12

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

Two copies of this form must accompany all entries to the Elie Wiesel Writing Competition, Senior Division, grades 9–12. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender M F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Category (circle one) Essay Poetry

Activity (circle one) Question 1 Question 2

Please mark on the first page of your entry, "Question 1" or "Question 2."

Title of Entry _____

*I understand the guidelines of the 2019 Elie Wiesel Competitions. This work is my **original effort, created for this competition.** I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and /or use any/all entries for publicity.*

Student Signature _____ Date _____

Senior Division Writing Competition Deadline | 4:00 pm, Thursday, February 14, 2019

STUDENT DIRECTIONS

SENIOR DIVISION WRITING COMPETITION



After reading the Background Information on page 5, select one of the following questions to answer, considering how it relates to the quote associated with it.

QUESTION #1 History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again. ~MAYA ANGELOU

The late Senator John McCain, imprisoned and tortured for five years during the Vietnam War, said, “We should never hide from history.” We would like to think that history is a *Truth* that can and should be learned, but lessons cannot be learned only from textbooks. There is tremendous value in eyewitness testimony from Holocaust survivors and witnesses.

Using the primary source of survivor and witness testimony on our website, <https://holocaustcommission.jewishva.org/home-page/what-we-carry>, explain how to keep Holocaust history relevant, even as we are losing the eyewitnesses. Include why you think a particular survivor’s or witness’ story best teaches about the tragedies and lessons of the Holocaust.

What is it that makes a witness’ or a survivor’s testimony so important to learn? How are these primary sources important to the study of history?

QUESTION #2 One of the scary things...about the Internet is that it’s an open sewer of untreated, unfiltered information. If kids don’t know how to navigate — to know if something is really true and not just to grab the latest thing off Wikipedia — they’re going to have a problem in life. ~THOMAS FRIEDMAN

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Confronted with the truth of racist and unethical Nazi policies and operations, but without the benefit of 21st century technology, Hans and Sophie Scholl created the White Rose, a group of student activists who heroically protested the Nazi regime. (They were ultimately executed for their brave actions as upstanders.)

Consider “the truth” you see at school or on the internet and social media. Reflect on information from your newsfeed or memes you see online, and your reactions to them. Describe a time you discovered information at school or online that caused you to think about your values and how you would represent them. Have you ever unintentionally used social media to hurt others? Have you used it to protect anyone from being maligned by untruths? Describe how you can use social media for social justice in the future.

HOW DO I SUBMIT MY ENTRY?

- You must submit two copies of your entry.
- Staple each copy to a completed and signed entry form. Additional copies of this form can be found at the Elie Wiesel Competition link at www.holocaustcommission.org.
- DO NOT place your name on your entry, but DO put the question number you choose on BOTH ENTRY FORMS AND AT THE TOP OF ALL ENTRY PAGES.
- All entries must be double spaced and in 12 point font. Limit: THREE pages.

Senior Division Writing Competition Deadline | 4:00 pm, Thursday, February 14, 2019

STUDENT DIRECTIONS

JUNIOR & SENIOR DIVISION VISUAL ARTS COMPETITION: 2- AND 3- DIMENSIONAL ART

Divisions will be judged separately, with prizes in each age group.

After reading the Background Information on page 5, choose ONE of the following activities.



ACTIVITY #1 We must never forget that art is not a form of propaganda; it is a form of truth.

~PRESIDENT JOHN FITZGERALD KENNEDY

The late Senator John McCain, imprisoned and tortured for five years during the Vietnam War, said, “We should never hide from history.” We would like to think that history is a *Truth* that can and should be learned, but lessons cannot be learned only from textbooks. There is tremendous value in eyewitness testimony from Holocaust survivors and witnesses.

Utilizing the primary source of survivor and witness testimony on our website, <https://holocaustcommission.jewishva.org/home-page/what-we-carry>, use your chosen medium to show how these true stories of courage have impacted you and the world around you.

ACTIVITY #2 It is a tragedy that we live in a world where physical courage is so common, and moral courage is so rare. ~CLAUDE MONET

What you do on social media has an impact. Your words, your posts, your tweets, and your “likes,” influence your social community. The Hitler Youth was a social community that followed what the authority figures told them. The Nazis’ words sounded like facts but were actually propaganda to advance Hitler’s agenda. One reason that Hitler Youth did not question Nazi authority was because they did not have the resources that today’s young people have at their disposal to question and research ideas immediately.

Confronted with the truth of racist and unethical Nazi policies and operations, but without the benefit of 21st century technology, Hans and Sophie Scholl created the White Rose, a group of student activists who heroically protested the Nazi regime. (They were ultimately executed for their brave actions as upstanders.)

Consider “the truth” you see at school or on the internet and social media. Reflect on information from your newsfeed or memes you see online, and your reactions to them. Remember a time you discovered information at school or online that caused you to think about your values and how you would represent them. Create an art form that demonstrates how you have used, or would use, moral courage to stand up for truth and social justice.

ACTIVITY #3 Art is not what you see, but what you make others see. ~EDGAR DEGAS

Artists have a unique opportunity to send strong messages to their audience through their works. They may be in many forms: a realistic painting or drawing, an abstract sculpture, or any number of other media. Through your art entry and based on the three quotations above, express your feelings about Truth in an historical event from your life or from someone you know, and the ill effect of social media on it.

SPECIFICS

- Two-dimensional artwork should be matted but not framed, and mounted on a firm support such as foam core or wood, making sure that the piece is rigid.
- Mounted work will be hung with Velcro or bank pins, which means that work, front and back, must be well attached.
- Charcoal, pencil, or pastels that are submitted need to be sprayed with a fixative to prevent transfer and smudges.
- Image size, including mat, must be a minimum size of 8" x 10" and not exceed 36" x 36".
- Three-dimensional artwork cannot exceed a maximum weight of 40 pounds and total exterior measurements of 80 inches.
- Sculptures with bases must be attached and supported securely.
- Entrants must include a typed artist's statement (not to exceed 150 words) on an 8 ½" by 11" piece of paper.
- Copies of the artist's statement should be stapled to the two entry forms. DO NOT put your name on your artist's statement or sign your artwork.

HOW DO I SUBMIT MY ENTRY?

- You must submit TWO copies of your completed and signed Entry Form and artist's statement with your artwork. Additional copies of this form can be found under the Elie Wiesel Competition link at www.holocaustcommission.org.
- Winning entries in the Visual Arts category will be moved from the judging site to display sites. Please consider the sturdiness of your entry and how well it will travel.
- All entries must be original and created solely for this competition.

Junior & Senior Visual Arts Competition Deadline | entries will be accepted from 9:00am – 4:00pm, Monday March 4 – Friday March 15, 2019

STUDENT DIRECTIONS

JUNIOR & SENIOR DIVISION VISUAL ARTS COMPETITION: MULTIMEDIA

Divisions will be judged separately, with prizes in each age group. After reading the Background Information on page 5, choose ONE of the following activities.

ACTIVITY #1 We must never forget that art is not a form of propaganda; it is a form of truth.

~PRESIDENT JOHN FITZGERALD KENNEDY

The late Senator John McCain, imprisoned and tortured for five years during the Vietnam War, said, "We should never hide from history." We would like to think that history is a *Truth* that can and should be learned, but lessons cannot be learned only from textbooks. There is tremendous value in eyewitness testimony from Holocaust survivors and witnesses.

Utilizing the primary source of survivor and witness testimony on our website, <https://holocaustcommission.jewishva.org/home-page/what-we-carry>, think about how to keep Holocaust history relevant, even as we are losing the eyewitnesses. Use your multimedia entry to show how these true stories of courage have impacted you and the world around you.

ACTIVITY #2 It is a tragedy that we live in a world where physical courage is so common, and moral courage is so rare. ~CLAUDE MONET

What you do on social media has an impact. Your words, your posts, your tweets, and your "likes," influence your social community. The Hitler Youth was a social community that followed what the authority figures told them. The Nazis' words sounded like facts but were actually propaganda to advance Hitler's agenda. One reason that Hitler Youth did not question Nazi authority was because they did not have the resources that today's young people have at their disposal to question and research ideas immediately.

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Consider "the truth" you see at school or on the internet and social media. Reflect on information from your newsfeed or memes you see online, and your reactions to them. Remember a time you discovered information at school or online that caused you to think about your values and how you would represent them. Create a multimedia entry that demonstrates how you have used, or would use, moral courage to stand up for truth and social justice.

ACTIVITY #3 Art is not what you see, but what you make others see. ~EDGAR DEGAS

Artists have a unique opportunity to send strong messages to their audience through their works. They may be in many forms: a realistic painting or drawing, an abstract sculpture, or any number of other media. Through your multimedia entry and based on the three quotations above, express your feelings about Truth in an historical event from your life or from someone you know, and the ill effect of social media on it.



SPECIFICS

A multimedia entry is an artistic submission that is viewed or listened to in a maximum of five (5) minutes. It can include the use of media, such as movies, music, lighting, or animation. Text and/or other forms of artistic expression/communication, such as dance, may be incorporated into an audio/visual presentation. Any PowerPoint entries must be self-advancing.

HOW DO I SUBMIT MY ENTRY?

- Only one entry per student will be accepted, and no more than three participants may work together on an entry. Each student in a group must submit two copies of his/her own entry form.
- Each entrant must also submit a typed artist's statement (not to exceed 150 words) on an 8 ½" by 11" piece of paper.
- A copy of the artist's statement should be stapled to each of these two entry forms. DO NOT put your name on the artist's statement.
- If your entry is an original song, you must incorporate its lyrics written into the visual portion of your entry.
- Acceptable video formats for multimedia entries: AVI, DVD, MP4, MOV, or WMV. All formats (doc, docx, ppt, pptx, etc...) should be compatible with Microsoft Office 2007-2016.
- Your entry should be the only file located on the DVD, CD, or flash drive you submit. (These will not be returned.)
- Copyright-protected sources must be cited, including books, magazines, websites, and works of art, among others.
- Entries must be original and created solely for this competition.

Junior & Senior Visual Arts Competition – Multimedia Deadline | 4:00 pm, Thursday February 14, 2019

REWARDS AND AWARDS FOR CLASSROOM TEACHERS!

Earn Books or Art Supplies for your classroom simply by submitting your students' work.

All teachers who submit at least 20 student entries will receive a classroom set of books (limit one set per teacher) or a \$100 gift certificate for classroom art supplies. For the classroom book set, circle one from the options listed below, or name another book relating to teaching the Holocaust or tolerance, and your request will be considered. For the art supplies gift certificate, select from among the choices listed below or enter another name for consideration.

If you teach smaller classes, please contact the Holocaust Commission regarding the number of entries needed to qualify. All entries must meet competition guidelines. We will deliver or mail the books or gift certificate to you at your school at the end of the school year.

All submitting teachers may apply for the **Esther Goldman and Ruthi Kroskin Excellence in Holocaust Education Awards**, by sharing 300-400 words about your experiences teaching the Holocaust in the classroom, or submitting a lesson plan of your creation, and sharing how it has been effective. You could win a cash prize, valuable professional education, and a bus for a student trip to the Virginia Holocaust Museum.

See www.jewishva.org/holocaust-teacher-awards for more details.

Circle one title from the following and return this page with your students' entries:

MIDDLE SCHOOL BOOKS

1. *Night*, Elie Wiesel
2. *Black Radishes*, Susan Lynn Meyer
3. *Friedrich*, Hans Peter Richter
4. *Hana's Suitcase*, Karen Levine
5. *Jacob's Rescue*, Malka Drucker
6. *Escape or Heros of the Holocaust*, Allan Zullo
7. *Number the Stars*, Lois Lowry
8. *Six Million Paper Clips*, Peter W. Schroeder & Dagmar Schroeder-Hildebrand
9. *Tunes for Bears to Dance To*, Robert Cormier
10. *Parallel Journeys*, Eleanor Ayer

HIGH SCHOOL BOOKS

1. *Night*, Elie Wiesel
2. *I Have Lived A Thousand Years*, Livia Bitton Jackson
3. *Gentlehands*, M.E. Kerr
4. *Sevek and The Holocaust: The Boy Who Refused To Die*, Sidney Finkel
5. *In My Hands: Memories of a Holocaust Rescuer*, Irene Gut Opdyke
6. *Survival in Auschwitz*, Primo Levi
7. *Clara's War*, Clara Kramer
8. *Restitution*, Kathy Kacer
9. *All But My Life*, Gerda Weissmann Klein
10. *The Children of Willesden Lane*, Mona Golabek and Lee Cohen

Name of Teacher _____

Name of School _____

School Address _____

School Telephone _____

Subject _____ Grade _____ Class size _____

Email Address _____

I would prefer _____ (#) copies of _____ by _____

ART SUPPLY OPTIONS

- AC Moore*, www.acmoore.com *Michaels*, www.michaels.com *Utrecht*, www.utrecht.com
- Jerry's Artarama*, www.jerrysartarama.com I would prefer a \$100 gift certificate from _____

“ 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. ”

- ELIE WIESEL

