

The Holocaust Commission of the United Jewish Federation of Tidewater

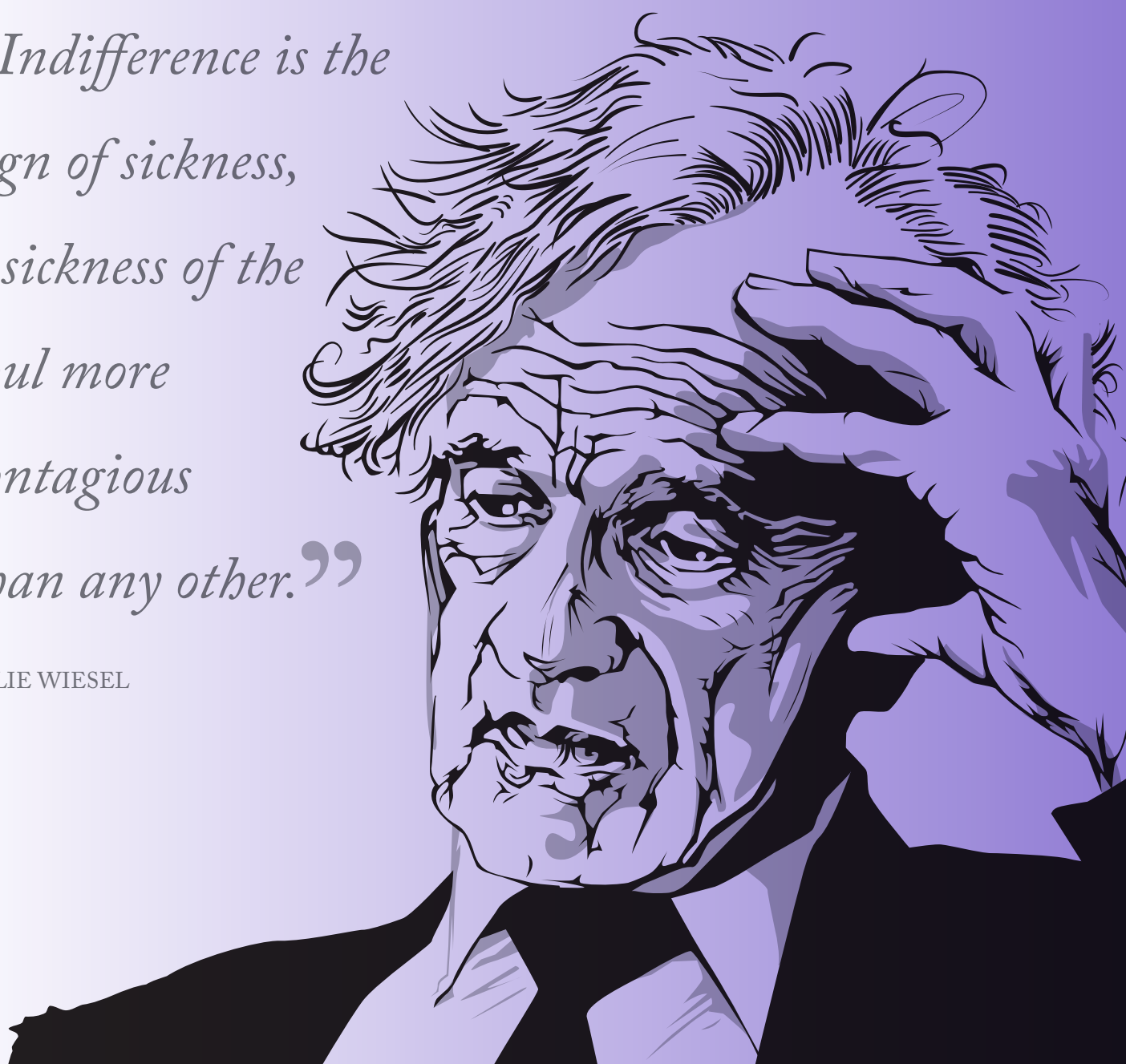
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THE TWENTY SEVENTH ANNUAL  
**2024 ELIE WIESEL WRITING &  
VISUAL ARTS COMPETITION  
FOR STUDENTS**

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*“Indifference is the  
sign of sickness,  
a sickness of the  
soul more  
contagious  
than any other.”*

– ELIE WIESEL



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# THE 2024 ELIE WIESEL WRITING & VISUAL ARTS COMPETITION

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

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## OUR GOAL

The Holocaust Commission is dedicated to encouraging students to learn about the Holocaust and apply its many 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.

## 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*

## DIRECTIONS FOR TEACHERS

- Note that the entry forms and questions vary by grade and category. Combined with the Background Information, these pages contain everything pertinent for entry.
- Please distribute the Background Information on page 4 and the appropriate Entry Form to your students. Entry forms and the PDF guidelines are available [HolocaustCommission.org](https://HolocaustCommission.org).
- Student entries should NOT be teacher edited before being submitted for judging.
- All identifying information should be placed ONLY on the online entry form.
- Students must upload all parts of their entries and their completed entry forms by the deadlines stated on the entry forms.
- Students will receive a confirmation email once their submission is uploaded to verify their submission.
- 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.
- Winning written entries will be reproduced and distributed at the annual commemoration of Yom Hashoah, Holocaust Day of Remembrance, to be held May 5, 2024 at 6:45pm, at Temple Emanuel in Virginia Beach.
- Winning entries in all categories and divisions will be posted on the Holocaust Commission website, [HolocaustCommission.org](https://HolocaustCommission.org).

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# 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.*

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## 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

## VIDEO 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

Propaganda, once secured in the airways, is now administered by individuals tailoring their message to impressionable audience members; therefore, it is very difficult to know what to believe.

During the Nazi regime, those in power went to great lengths to ensure that only Aryan legal standards were set. In order to accomplish their brainwashing goals, these steps were taken: the passage of the Nuremberg Laws, official campaigns of propaganda, the confiscating of personal radios, and censorship of art and self-expression. These tools allowed the Nazis to control multiple aspects of the public's information.

By controlling the press, the Nazis quickly spread misinformation, which bolstered the official negative status of Jews and other undesirables. This led to their social and financial ruin. The propaganda encouraged the average citizen to passively normalize the mistreatment of their Jewish neighbors. The Third Reich's negative stereotypes led to the dismissal of Jews from society.



Looting is the theft of property that occurs during unrest and disorder. Theft and looting has always been

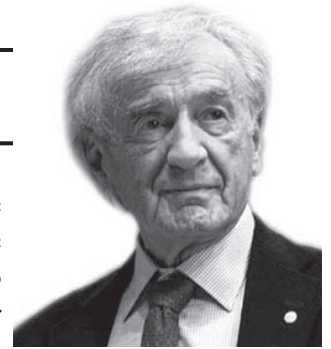
part of war, and during the Nazi regime and the Holocaust, the looting of art and family artifacts was accepted and, sponsored by the state. This was demonstrated by an official state exhibit in the 1930s hosted by the Nazi party, where ONLY looted art was included.



The extensive loss of art and property in Nazi-occupied areas has had a lasting impact on the world. Museums still struggle with the ownership of their pieces acquired through theft. Consider if someone walked into your home in a uniform and boots and took the Christmas ornaments off your tree. The ones your grandmother made as a child and gifted to you at the same age. This artifact could be Shabbos candlesticks, a rosary, or a Qur'an cover. There are methods to regain property stolen during the Holocaust, though it is a difficult task, and some items may never be recovered. As a result, the public is left to wonder who deserves an artifact and how that has impacted a lifetime of culture.

The propaganda, laws, and misinformation spread during the Holocaust meant that many Jewish people were stripped of their official identity.

Most people know of the victims who had their names taken from them at concentration camps. Many people had to use fake identities in an attempt to survive. Kitty Saks, who lived in Hampton Roads after the Holocaust, was taken to an orphanage by trusted adults who wanted to keep her safe. To survive, she could no longer live as herself. She took on a new name, language, and religion. Just like Kitty, the Nazis and their collaborators stole more than property; names, culture, and family members were stolen.



To learn more about Kitty's experience, you may access more information about Kitty Saks and her experiences at [holocaustcommission.org](https://www.holocaustcommission.org), or read about her in *To Life: The Past is Present* in your school library.

*Leaders and some trusted sources may still spread misinformation for their own purposes today. It is essential to be aware of the history of misinformation and propaganda so it may be recognized in the present.*

# RECOMMENDED SOURCES FOR FURTHER INFORMATION:

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## [JewishVA.org/Holocaust-Resources](https://www.jewishva.org/holocaust-resources)

Holocaust Resources compiled by the Holocaust Commission

## [Holocaust-TRC.org](https://www.holocaust-trc.org)

Holocaust Teacher Resource Center

## [FacingHistory.org](https://www.facinghistory.org)

Facing History and Ourselves

## [USHMM.org](https://www.ushmm.org)

The United States Holocaust Memorial Museum

## [Wiesenthal.com](https://www.wiesenthal.com)

Simon Wiesenthal Center has information regarding statements on current events

## [YadVashem.org](https://www.yadvashem.org)

Yad Vashem

## [IWitness.usc.edu](https://www.iwitness.usc.edu)

I Witness, sponsored by the USC Shoah Foundation, has media resources for students. For full access students must have their teachers join, and then send an invitation to the students.

## [TheHolocaustExplained.org/](https://www.theholocaustexplained.org/)

The Holocaust Explained - Great site for students

## [JewishVA.org/podcast](https://www.jewishva.org/podcast)

Hanns Loewenbach: *Stars Among Us* podcast

To help you think about your personal response, we encourage you to explore the stories contained in the Holocaust Commission's *What We Carry* program ([Holocaustcommission.jewishva.org/what-we-carry](https://www.holocaustcommission.jewishva.org/what-we-carry)) for inspiration, as well as those of the US Holocaust Memorial Museum ([USHMM.org/remember/holocaust-reflections-testimonies](https://www.ushmm.org/remember/holocaust-reflections-testimonies)).



## 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*



## COMPETITION DEADLINES

### WRITING & MULTIMEDIA ENTRIES

Writing and multimedia competition entries must be uploaded by 4:00pm, Friday, February 9, 2024.

### VISUAL ARTS ENTRIES

Visual arts entries must be uploaded and pieces delivered between 9:00am, Monday, February 26 and 4:00pm, Friday, March 8, 2024.

The correct entry form for the category and division must be submitted with each entry uploaded. Submission implies acceptance of the statement that each entry is original work created by that entrant for this competition.

Additional copies of these guidelines can be found online at the Elie Wiesel Competition link at [HolocaustCommission.org](https://HolocaustCommission.org).

## JUDGING CRITERIA

Judging will be based on creativity, craftsmanship, presentation, composition, originality, and how well your work addresses the task.

Do not put your name or any other identifying information (school, grade, teacher, etc....) on your work.

## NOTIFICATION OF WINNERS

ALL competition winners will be notified by email no later than Friday, April 5, 2024.

## POLICIES FOR ARTWORK

In addition to the digital submission of photos, entry forms, and statements, *student art should be delivered* to the Holocaust Commission offices (5000 Corporate Woods Drive, Suite 200, Virginia Beach, 23462) between **February 26 and March 8, 2024**.

Because we are unable to provide long term storage for the visual art entries, following judging, all any non-award winning and non-art-show selected *pieces must be picked up* at the Holocaust Commission offices (5000 Corporate Woods Drive, Suite 200, Virginia Beach, 23462) between **February 26 and March 8, 2024** unless other arrangements are made.

*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.*

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# THE 2024 ELIE WIESEL WRITING COMPETITION

## Junior Division, Grades 6 – 8 | Senior Division, Grades 9 – 12

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

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### STUDENT ENTRY FORM

*All 2024 entries to the Elie Wiesel Competitions should be made online. Please have the information below prepared when you begin the entry process at [holocaustcommission.jewishva.org/wiesel](https://holocaustcommission.jewishva.org/wiesel). Additional copies of these guidelines can be found online at the Elie Wiesel Competition link at [HolocaustCommission.org](https://HolocaustCommission.org).*

*For more information, contact Elka Mednick at [info@holocaustcommission.org](mailto:info@holocaustcommission.org) or by phone at 757-965-6100.*

**Division (circle one)**

Junior (Grades 6 – 8)

Senior (Grades 9 – 12)

Student Name \_\_\_\_\_ Gender ☐ M ☐ F ☐ NB Grade \_\_\_\_\_  
First Middle Initial Last

Home Address \_\_\_\_\_  
Number and 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 Question 3

*Please mark on the first page of your entry "Question 1," "Question 2," or "Question 3."*

Title of Entry \_\_\_\_\_

*I understand the guidelines of the 2023 Elie Wiesel Competitions. Submitting my entry online affirms that 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 & Senior Division Writing Competition Deadline | 4:00 pm, Friday, February 9, 2024*

# STUDENT DIRECTIONS

## JUNIOR & SENIOR DIVISION WRITING COMPETITION

*Select one of the following questions to answer, considering how it relates to the quote associated with it.*

### QUESTION #1

**“Looting artwork does not just deprive a person of a belonging with a financial worth, it deprives a person of part of their identity.” – Diego Gradis**

Tell a story about what items represent your culture and how it would impact you if you never saw it again.

During the Holocaust, museums, churches, and Jewish individuals targeted by the Nazis had their art and property stolen. This was the greatest art theft in history, hundreds of thousands of works confiscated from all over Europe by the Nazis. Many of which were never recovered. There is value in standing up in the face of war and protecting cultural heritage. Losing an item may forever change you. It is important that stolen art be recognized and returned to its rightful owner. To learn more about stolen art, please visit: [cbsnews.com/video/the-monuments-men-recovered-wwii-masterpieces-hit-auction-block/](https://www.cbsnews.com/video/the-monuments-men-recovered-wwii-masterpieces-hit-auction-block/).

Look around your home, think about the items that reflect your family and sense of self that, if taken, would make you feel your memories have been taken from you. Think about how returning something stolen from would impact that loss to you and your family. What would you and your family do to get it back? Without that item, it may leave a hole in your family. Can it ever be replaced? Tell us a story of a family artifact and how it represents your family. Think about the impact of local survivor David Katz's lost violin, how would you feel if you'd lost an item of similar importance?

To learn about David's experience during the Holocaust, please visit [holocaustcommission.org](https://www.holocaustcommission.org), or read his story in *To Life: The Past is Present* found in your school library.

### QUESTION #2

**“Think of the press as a great keyboard on which the government can play” – Nazi Minister of Propaganda Joseph Goebbels**

During World War II, Goebbels and the Nazis understood the power of using the press, and the public square to spread the Nazi message. Radios were vital to stay up to date on current events. Imagine you are a Jewish person in hiding during the Holocaust, and you no longer have access to accurate information. Radios in Germany not sponsored by the state were confiscated.

Hampton Roads survivor Hanns Loewenbach experienced the imposed ignorance of being without factual news. He lived without reliable information, and when faced with the decision of whether to trust a former schoolmate, who became the Nazi soldier who offered to help Hanns leave Germany, Hanns had to decide if his peer was being truthful; a wrong decision could cost him his life.

When misinformation leads to hate speech what would you do to define truth before innocent people become victims? Share how you defend the truth, and who you would trust in a similar situation to Hanns. Use Holocaust history or contemporary news as an example of the misinformation you've encountered.

To learn about Hanns' experience during the Holocaust, please visit [holocaustcommission.org](https://www.holocaustcommission.org), or read his story in *To Life: The Past is Present* found in your school library.

### QUESTION #3

**“From then on, I had no other name.” – Elie Wiesel, *Night***

The loss of official identity was common during the Holocaust. Victims in concentration camps had their names replaced by numbers. Some victims used fake passports and names to escape the Nazis. Countless numbers of children were placed in orphanages where they took on entirely new names or were adopted by families where they lost their previous identity. Kitty Saks was sent to an orphanage where she had to assume a new name, religion, and identity to survive.

There are times when every person feels pressure to diminish their sense of self. How do you retain your identity under today's social pressure? How has peer pressure impacted your social and family relationships?

## HOW DO I SUBMIT MY ENTRY?

- Write your essay or poem. All entries must be double spaced and in 12 point font. Limit: THREE pages.
- DO NOT place your name on your entry, but DO put the question number you choose on THE TOP OF ALL ENTRY PAGES.
- Go to the entry form at [holocaustcommission.org/jewishva.org/wiesel](https://www.holocaustcommission.org/jewishva.org/wiesel) and fill it out COMPLETELY.
- Upload your entry, following instructions on the online form.

***Junior & Senior Division Writing Competition Deadline | 4:00 pm, Friday, February 9, 2024***





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# THE 2024 ELIE WIESEL VISUAL ARTS COMPETITION: 2- AND 3-DIMENSIONAL ART

## Junior Division, Grades 6 – 8 | Senior Division, Grades 9 – 12

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

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### STUDENT ENTRY FORM

*All 2023 entries to the Elie Wiesel Competitions should be made online. Please have the information below prepared when you begin the entry process at [holocaustcommission.jewishva.org/wiesel](https://holocaustcommission.jewishva.org/wiesel). Additional copies of these guidelines can be found online at the Elie Wiesel Competition link at [HolocaustCommission.org](https://HolocaustCommission.org).*

**Division (circle one)**

Junior (Grades 6 – 8)

Senior (Grades 9 – 12)

*For more information, contact Elka Mednick at [info@holocaustcommission.org](mailto:info@holocaustcommission.org) or by phone at 757-965-6100.*

Student Name \_\_\_\_\_ Gender ☐ M ☐ F ☐ NB Grade \_\_\_\_\_  
First Middle Initial Last

Home Address \_\_\_\_\_  
Number and Street City Zip Code

Home Phone \_\_\_\_\_ Student's Email \_\_\_\_\_

School Name \_\_\_\_\_ School Phone \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Teacher's Email \_\_\_\_\_

Title of Entry \_\_\_\_\_

Activity # Chosen \_\_\_\_\_ Medium used \_\_\_\_\_ Weight (3D) \_\_\_\_\_

Dimensions (height/width/depth) \_\_\_\_\_

*I understand the guidelines of the 2024 Elie Wiesel Competitions. The Holocaust Commission of the United Jewish Federation of Tidewater is not responsible for any damage to my art entry. Submitting my entry online affirms that 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 & Senior Visual Arts Competition Deadline  
Entries will be accepted from Monday February 26 – Friday, March 8, 2024 | 9:00am – 4:00pm*

# STUDENT DIRECTIONS

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

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

*Choose ONE of the following activities*

### ACTIVITY #1

**“Looting artwork does not just deprive a person of a belonging with a financial worth, it deprives a person of part of their identity” – Diego Gradis**

During the Holocaust, groups and individuals targeted by the Nazis had their art and property stolen. It was the greatest art theft in history: hundreds of thousands of works looted from Europe by the Nazis. Eventually, many works of art were rescued by a group called the Monuments Men, who worked diligently with art dealers, museums, and countless others to retrieve stolen art. However over 30,000 pieces of art are still missing.

For this activity, reproduce one of the stolen artworks and reference the work in your statement. Please note that this replicated work is “in the style of” the particular artist you are creating, and you may use your creativity to alter the work. Your statement should express why you chose that particular piece, the artist’s name you are replicating, where the art was stolen from, and finally, if it was returned.

Scores of websites cite many of the stolen pieces, and include: [theculturetrip.com](http://theculturetrip.com), [bbc.com](http://bbc.com), [artsandculture.google.com](http://artsandculture.google.com), [www.toptenz.net](http://www.toptenz.net), [m.youtube.com](http://m.youtube.com) (Exploring Nazi-Looted Art and the “Woman in Gold”)

### ACTIVITY #2

**“Art is culture manifested, a physical representation of a society’s historical narrative and ideals.” – Peter Campbell**

One way to learn about society, its culture and ideals, human history, and understanding the world is through a visual depiction by an artist or photographer.

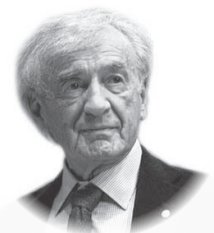
Create a piece of art or sculpture that expresses your feelings about a particular topic in society that reflects the Holocaust, injustice, or when human rights are violated.

### ACTIVITY #3

**“From then on, I had no other name.” – Elie Wiesel, *Night***

The loss of official identity was common during the Holocaust. Victims in concentration camps had their names stripped and replaced by numbers. Millions became faceless victims of mass casualty. Others used fake passports and names to escape the Nazis. Countless numbers of children, including Kitty Saks, were placed in orphanages where they took on entirely new names or were adopted by families where they lost their previous identity.

For this activity, refer to our local survivors’ stories on [holocaustcommission.jewishva.org/what-we-carry](http://holocaustcommission.jewishva.org/what-we-carry) and create a cartoon/graphic novel artwork incorporating one of their stories. Emphasis should be on how the survivor you are representing in your art lost their identity in order to save their life. This artwork may be in color or black and white.



### HOW DO I SUBMIT MY ENTRY?

- Two-dimensional artwork should be matted but not framed, or 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, so work, front and back, must be well attached.
- Charcoal, pencil, or pastel submissions need to be sprayed with a fixative to prevent transfer and smudges.
- Image size, including mat, must be a minimum of 8" x 10" and not exceed 36" x 36".
- Three-dimensional artwork cannot exceed a maximum weight of 40 pounds and total exterior dimensions 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).
- You must submit the entry form at: [holocaustcommission.jewishva.org/wiesel](http://holocaustcommission.jewishva.org/wiesel). Your artist statement and at least two photographs of your work should be uploaded when entering.
- Entries should be submitted to the Holocaust Commission with an entry form in addition to uploaded materials.
- 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 Monday February 26 – Friday, March 8, 2024 | 9:00am – 4:00pm*

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# THE 2023 ELIE WIESEL VISUAL ARTS COMPETITION – VIDEO

## Junior Division, Grades 6 – 8 | Senior Division, Grades 9 – 12

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

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### STUDENT ENTRY FORM

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**Division (circle one)**

Junior (Grades 6 – 8)

Senior (Grades 9 – 12)

*For more information, contact Elka Mednick at [info@holocaustcommission.org](mailto:info@holocaustcommission.org) or by phone at 757-965-6100.*

Student Name \_\_\_\_\_ Gender ☐ M ☐ F ☐ NB 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 \_\_\_\_\_

Co-entrants ☐ Yes (If yes, please provide names) ☐ No

Name \_\_\_\_\_

Name \_\_\_\_\_

Title of Entry \_\_\_\_\_

Format of Entry (mp4, iMovie, TikTok, etc.) \_\_\_\_\_

*I understand the guidelines of the 2024 Elie Wiesel Competitions. Submitting my entry online affirms that 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 & Senior Visual Arts Competition – Video Deadline | 4:00 pm, Friday, February 9, 2024*

# STUDENT DIRECTIONS

## JUNIOR & SENIOR DIVISION VISUAL ARTS COMPETITION: VIDEO

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

*Choose ONE of the following activities*

### ACTIVITY #1

**“Looting artwork does not just deprive a person of a belonging with a financial worth, it deprives a person of part of their identity” – Diego Gradis**

During the Holocaust, groups and individuals targeted by the Nazis had their art and property stolen. It was the greatest art theft in history: hundreds of thousands of works looted from Europe by the Nazis. Eventually, many works of art were rescued by a group called the Monuments Men, who worked diligently with art dealers, museums, and countless others to retrieve stolen art. However over 30,000 pieces of art are still missing.

For this activity, reproduce one of the stolen artworks and reference the work in your statement. Please note that this replicated work is “in the style of” the particular artist you are creating, and you may use your creativity to alter the work. Your statement should express why you chose that particular piece, the artist’s name you are replicating, where the art was stolen from, and finally, if it was returned.

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### ACTIVITY #2

**“Art is culture manifested, a physical representation of a society’s historical narrative and ideals.” – Peter Campbell**

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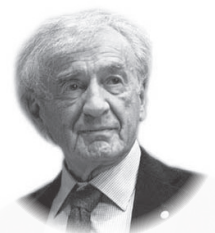
Create a piece of art or sculpture that expresses your feelings about a particular topic in society that reflects the Holocaust, injustice, or when human rights are violated.

### ACTIVITY #3

**“From then on, I had no other name.” – Elie Wiesel, *Night***

The loss of official identity was common during the Holocaust. Victims in concentration camps had their names stripped and replaced by numbers. Millions became faceless victims of mass casualty. Others used fake passports and names to escape the Nazis. Countless numbers of children, including Kitty Saks, were placed in orphanages where they took on entirely new names or were adopted by families where they lost their previous identity.

For this activity, refer to our local survivors’ stories on [holocaustcommission.jewishva.org/what-we-carry](http://holocaustcommission.jewishva.org/what-we-carry) and create a cartoon/graphic novel artwork incorporating one of their stories. Emphasis should be on how the survivor you are representing in your art lost their identity in order to save their life. This artwork may be in color or black and white.



## HOW DO I SUBMIT MY ENTRY?

A video 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, sorts, 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 are highly discouraged.

- Each entrant must submit a typed artist’s statement (not to exceed 150 words) to be uploaded in the entry form. DO NOT put your name on the artist statement.
- 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 upload his/her own entry form and artist’s statement.
- Entries should be uploaded within the entry form at [holocaustcommission.jewishva.org/wiesel](http://holocaustcommission.jewishva.org/wiesel). Be sure to limit your file size to be no more than 1 GB.
- If your entry is an original song, you must incorporate its lyrics into the visual portion of your entry or upload them with your artist’s statement.
- 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 – Video Deadline | 4:00 pm, Friday, February 9, 2024*

# REWARDS 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 a title from the options listed below, or name another book relating to teaching the Holocaust or its lessons, 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 [holocaustcommission.jewishva.org/educator-awards](http://holocaustcommission.jewishva.org/educator-awards) for more details.

*Circle one title from the following and email this form to us with your information inserted below:*

## MIDDLE SCHOOL BOOKS

1. *Word Smugglers: A Story of Resistance in the Warsaw Ghetto*, Amy McDonald
2. *Black Radishes*, Susan Lynn Meyer
3. *Parallel Journeys*, Eleanor Ayer
4. *Hana's Suitcase*, Karen Levine
5. *The Secret of Gabi's Dresser*, Kathy Kacer
6. *Sevek and The Holocaust: The Boy Who Refused To Die*, Sidney Finkel
7. *Linked*, Gordon Korman
8. *Refugee*, Alan Gratz
9. *March*, John Lewis
10. *Just Mercy*, Bryan Stevenson

## HIGH SCHOOL BOOKS

1. *Night*, Elie Wiesel
2. *I Have Lived A Thousand Years*, Livia Bitton Jackson
3. *In My Hands: Memories of a Holocaust Rescuer*, Irene Gut Opdyke
4. *Train*, Danny M. Cohen
5. *All But My Life*, Gerda Weissmann Klein
6. *The Children of Willesden Lane*, Mona Golabek and Lee Cohen
7. *Games of Deception: The True Story of the First U.S. Olympic Basketball Team at the 1936 Olympics in Hitler's Germany*, Andrew Maraniss
8. *March*, John Lewis
9. *How Dare the Sun Rise: Memoirs of a War Child*, Sandra Uwiringiyimana
10. *Dreamland Burning*, Jennifer Latham

Name of Teacher \_\_\_\_\_

Name of School \_\_\_\_\_

School Address \_\_\_\_\_

School Telephone \_\_\_\_\_

Subject \_\_\_\_\_ Grade \_\_\_\_\_ Class size \_\_\_\_\_

Email Address \_\_\_\_\_

I would prefer \_\_\_\_\_ (#) copies of \_\_\_\_\_ by \_\_\_\_\_

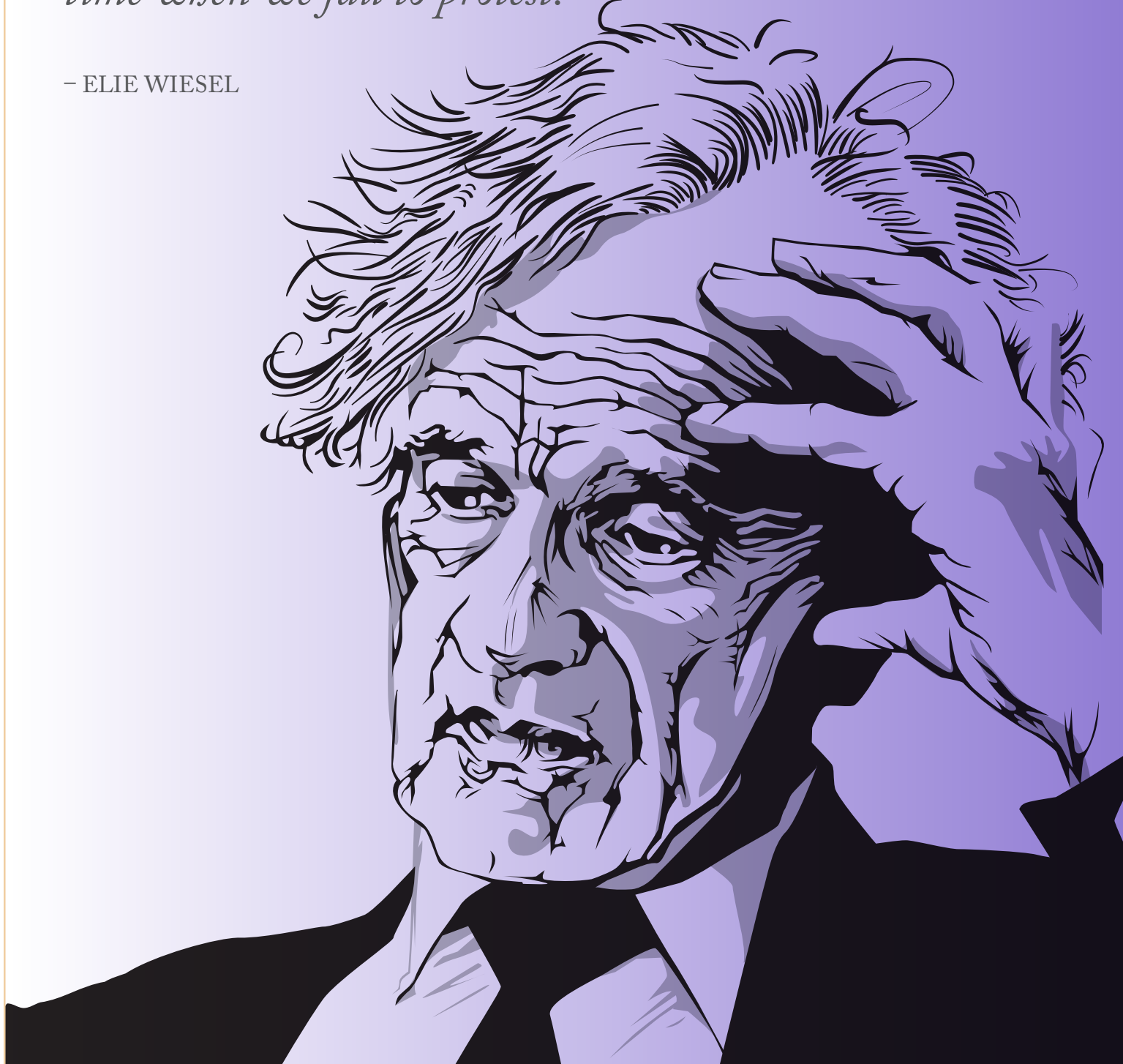
## ART SUPPLY OPTIONS

- ☐ Barnes & Noble, [barnesandnoble.com](http://barnesandnoble.com)      ☐ Michaels, [www.michaels.com](http://www.michaels.com)      ☐ Utrecht, [www.utrecht.com](http://www.utrecht.com)
- ☐ Jerry's Artarama, [www.jerrysartarama.com](http://www.jerrysartarama.com)      ☐ I would prefer a \$100 gift certificate from \_\_\_\_\_



*“There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.”*

– ELIE WIESEL



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