

The Holocaust Commission of the United Jewish Federation of Tidewater

THE
**2021 ELIE WIESEL
WRITING
COMPETITION**
FOR STUDENTS

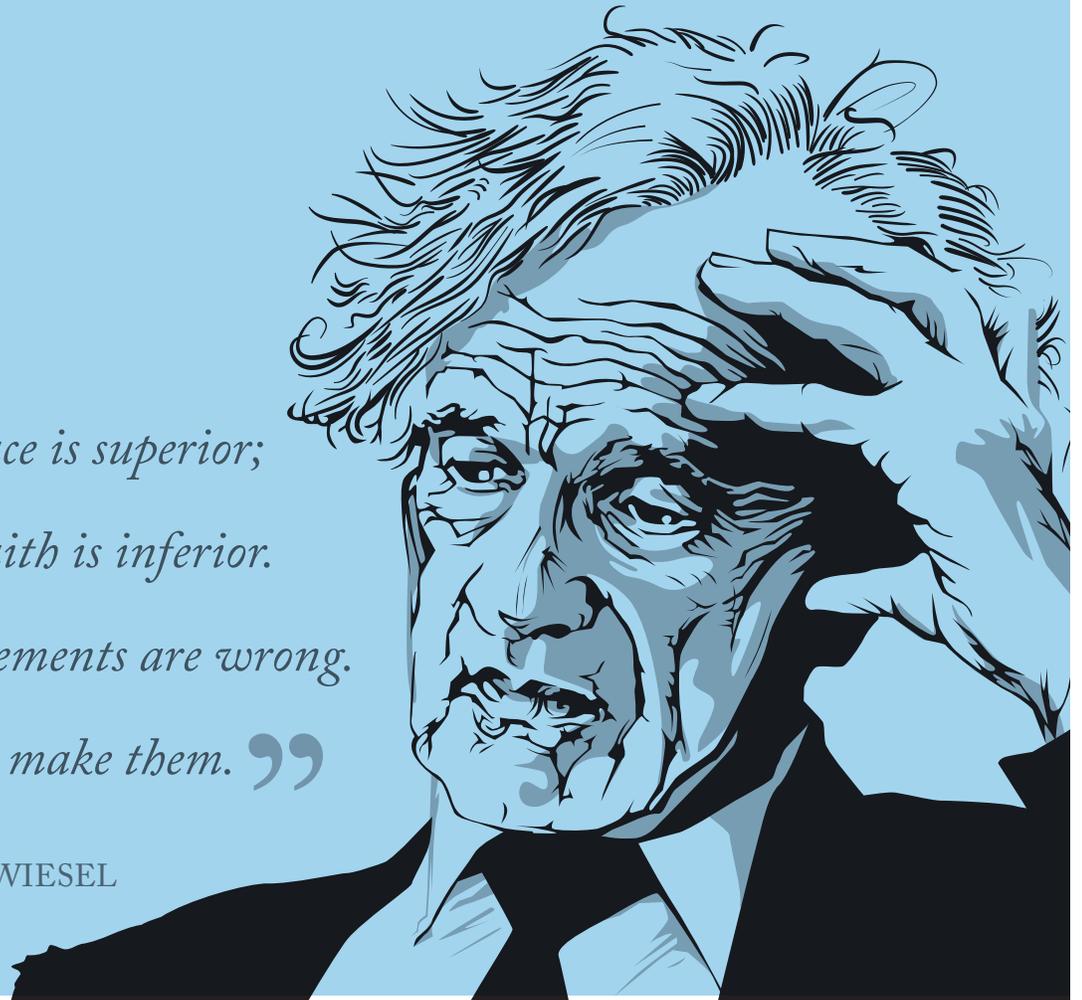
Sponsored by **THE SIMON FAMILY
FOUNDATION**

THE
**2021 ELIE WIESEL
VISUAL ARTS
COMPETITION**
FOR STUDENTS

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

“ *No human race is superior;
no religious faith is inferior.
All collective judgements are wrong.
Only racists make them.* ”

– ELIE WIESEL



THE 2021 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 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.

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

Writing and multimedia competition entries must be uploaded
by 4:00pm, Friday, January 29, 2021.

VISUAL ARTS ENTRIES

Visual arts entries must be uploaded by
4:00pm, Friday, February 5, 2021

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?

- Students with winning entries will be honored at our virtual Yom Hashoah commemoration from Ohef Sholom Temple in Norfolk on Thursday April 8, 2021 at 6:45 PM.
- Winning and notable art entries will be on display at the Simon Family JCC at 5000 Corporate Woods Dr., Virginia Beach from May 3-28, 2021. If public health protocols allow it, there will be a reception honoring the student artists on Tuesday, May 4 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

- Note that the entry forms and questions vary by age and category. Combined with the Background Information, these sheets contain everything pertinent for entry.
- If teaching in person, you may copy and distribute the Background Information on page 5 and the appropriate Entry Form from this booklet to your students.
- If teaching remotely, share the pdf of the guidelines with your students, available at the Elie Wiesel Competition page found at www.holocaustcommission.org, directing them to the Background Information on page 5 and the appropriate entry forms.
- Student entries should not be teacher edited before being submitted for judging.
- All identifying information should be placed only on the online entry form. Written, multimedia, and art entries themselves should contain no identifying information.
- 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.



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

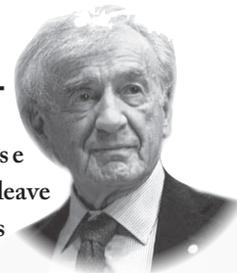
VISUAL ARTS SOL SKILLS

- 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



A successful and civilized society can be measured by how it approaches the goals of Social Justice. This year our country lost John Lewis and Ruth Bader Ginsburg, two leaders who believed that basic human rights must be protected and respected; that a society's members must have equitable access to opportunities, privileges, and responsibilities.

In 2020, we have seen a world crippled by a pandemic that has sickened millions, killed hundreds of thousands, and pushed many people into poverty or other reduced economic circumstances. In the middle of this pandemic in the United States, the country also underwent significant unrest, as citizens joined together to protest police violence, often attributed

to societal racism, remnants of over two centuries of slavery, now more than a century and a half outlawed, but not stricken from our collective consciousness and soul.

These difficult and threatening circumstances provide an opportunity for leadership. Even Anne Frank, who did not survive the Holocaust, felt that in times of despair there was still reason for hope for a better day. As we look for the leaders who will guide us out of this situation, we can think of great leaders of the past like Lewis and Ginsburg, and how they faced daunting challenges with inspiration and determination, urging people to come along with them, to follow their vision, and make the world a better place.

While these leaders did not leave a blueprint for us to follow, they left us their words and deeds, so that we might learn from them to address our own issues, both the life-threatening ones and the society-crushing ones. Facing the horrors of the Holocaust and surviving gave Elie Wiesel, the late survivor, scholar, and philosopher, the basis for his life's work of improving the world for those who could not do so for themselves. He believed it was up to each of us to take care of our brothers and sisters in need, saying, "Wherever men and women are persecuted because of their race, religion, or political views, that place must - at that moment - become the center of the universe."



RECOMMENDED WEBSITES FOR FURTHER INFORMATION:

<http://holocaustcommission.jewishva.org/home-page/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

<https://www.ushmm.org>

The United States Holocaust Memorial Museum

<http://www.wiesenthal.com>

Simon Wiesenthal Center has information regarding statements on current events such as DACA

<http://www.yadvashem.org>

Yad Vashem

<http://iwitness.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

*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 (<https://holocaustcommission.jewishva.org/home-page/what-we-carry>) for inspiration, as well as those of the US Holocaust Memorial Museum (<https://www.ushmm.org/remember/holocaust-reflections-testimonies>).

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 www.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 **Monday, March 18, 2021.**

POLICIES FOR ARTWORK

After initial screening of the photos of artwork created and entered, students whose work will move on to the judging round will be contacted and asked to bring their work to the Holocaust Commission offices (5000 Corporate Woods Drive, Suite 200, Virginia Beach, 23462) between **February 22 – 26, 2021.**

Judging round and Simon Family Jewish Community Center Exhibit Artwork

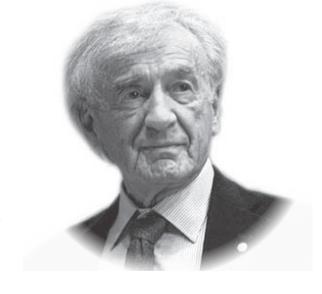
Details regarding drop off of art to be judged in person and pick-up of the winning artwork, and other artwork selected for the JCC exhibit, will be provided to participants when they are notified of their entries' selection for judging and for the exhibit.

After the art show any non-award winning artwork NOT picked up by **4:00pm on June 4, 2021** becomes property of the Holocaust Commission.

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.

STUDENT DIRECTIONS

JUNIOR DIVISION WRITING COMPETITION



Anne Frank: Anne Frank wrote: “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Each of us has the ability to be a social justice warrior in our own way, in our own community. Anne exhibited a type of quiet social justice as she recorded in her diary the daily occurrences around her and her thoughts about them. She did not know the impact her diary would have on the world.



John Lewis: Civil Rights icon and “the Conscience of Congress,” Representative John Lewis, received the Elie Wiesel Award from the US Holocaust Memorial Museum in 2016 for “his extraordinary moral and physical courage during... defining moments, and his lifelong commitment to promoting human dignity in all people.” He knew that when things need improving, one needs to take action. “What I try to tell young people is that if you come together with a mission, and it’s grounded with love and a sense of community, you can make the impossible possible.”



Ruth Bader Ginsburg: Ruth Bader Ginsburg was a first generation American whose parents came from an area in Europe where the Jewish population was wiped out by the Nazis in WWII. If they had not had the good fortune of immigrating to the United States, they would likely have been killed in the Holocaust. Justice Ginsburg credited her commitment to fighting for the civil rights of others to her being an outsider. In her lifetime, she faced discrimination for being a Jew, a woman, and a mother. She dedicated her life to using the law to fight for the civil rights of all Americans, living by her words, “We should not be held back from pursuing our full talents, from contributing what we could contribute to the society, because we fit into a certain mold - because we belong to a group that historically has been the object of discrimination.”

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

QUESTION #1

Elie Wiesel, Anne Frank, John Lewis, Ruth Bader Ginsburg — these iconic leaders were inspired by the leadership of their families and others. Learn about them. They did not decide to become heroes. They did what they could to help those who could not help themselves, and became heroes as consequences of those actions.

Picture yourself in the future, having met your social justice goals. Reflect on the people and the circumstances that led you to become an activist, maybe even a social justice hero; a person that students will want to write about. Tell your story.

QUESTION #2

Anne Frank would never have thought of herself as a hero. She hoped to be a writer when she grew up, and followed that pursuit, even under the direst circumstances. Her “actions” turned out to be her recording of her life in her diary, which in turn improved the lives of millions. What do you think you could do, starting today, to further the cause of social justice?

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: <https://holocaustcommission.jewishva.org/ewc21> and fill it out COMPLETELY.
- Upload your entry following instructions on the online form.

Junior Division Writing Competition Deadline | 4:00 pm, Friday, January 29, 2021

STUDENT DIRECTIONS

SENIOR DIVISION WRITING COMPETITION



Anne Frank: Anne Frank wrote: “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Each of us has the ability to be a social justice warrior in our own way, in our own community. Anne exhibited a type of quiet social justice as she recorded in her diary the daily occurrences around her and her thoughts about them. She did not know the impact her diary would have on the world.



John Lewis: Civil Rights icon and “the Conscience of Congress,” Representative John Lewis, received the Elie Wiesel Award from the US Holocaust Memorial Museum in 2016 for “his extraordinary moral and physical courage during... defining moments, and his lifelong commitment to promoting human dignity in all people.” He knew that when things need improving, one needs to take action. “What I try to tell young people is that if you come together with a mission, and it’s grounded with love and a sense of community, you can make the impossible possible.”



Ruth Bader Ginsburg: Ruth Bader Ginsburg was a first generation American whose parents came from an area in Europe where the Jewish population was wiped out by the Nazis in WWII. If they had not had the good fortune of immigrating to the United States, they would likely have been killed in the Holocaust. Justice Ginsburg credited her commitment to fighting for the civil rights of others to her being an outsider. In her lifetime, she faced discrimination for being a Jew, a woman, and a mother. She dedicated her life to using the law to fight for the civil rights of all Americans, living by her words, “We should not be held back from pursuing our full talents, from contributing what we could contribute to the society, because we fit into a certain mold - because we belong to a group that historically has been the object of discrimination.”

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

QUESTION #1

Elie Wiesel, Anne Frank, John Lewis, Ruth Bader Ginsburg — these iconic leaders were inspired by the leadership of their families and others. Learn about them. They did not decide to become heroes. They did what they could to help those who could not help themselves, and became heroes as consequences of those actions.

Picture yourself in the future, having met your social justice goals. Reflect on the people and the circumstances that led you to become an activist, maybe even a social justice hero; a person that students will want to write about. Tell your story.

QUESTION #2

Elie Wiesel was a teenager when he was imprisoned at Auschwitz. He wrote in *Night*, “I pray to the God within me that He will give me the strength to ask Him the right questions.” Clearly Wiesel came up with the right questions, and he lived a long life, bequeathing a legacy of ethics and example to the world at his death in 2016.

John Lewis was a teenager when confronted with the racial injustice in the south in the 1950s and 1960s. He asked questions of those in power to make change, forcefully stating in his speech in 1963 beside Dr. Martin Luther King Jr., “We do not want our freedom gradually, but we want to be free now!”

Ruth Bader Ginsburg found herself unemployable at the age of 24 with a degree from Harvard and Columbia Law Schools, simply because she was a woman. She later said of the success of her struggle for women’s equality, “Fight for the things that you care about. But do it in a way that will lead others to join you.”

Examine the life of one of these heroes, and discuss the questions they asked of themselves and the world around them in order to change their circumstances, and in turn, better humanity.

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: <https://holocaustcommission.jewishva.org/ewc21> and fill it out COMPLETELY.
- Upload your entry following instructions on the online form.

Senior Division Writing Competition Deadline | 4:00 pm, Friday, January 29, 2021

STUDENT DIRECTIONS

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

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



Anne Frank: Anne Frank wrote: “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Each of us has the ability to be a social justice warrior in our own way, in our own community. Anne exhibited a type of quiet social justice as she recorded in her diary the daily occurrences around her and her thoughts about them. She did not know the impact her diary would have on the world.



John Lewis: Civil Rights icon and “the Conscience of Congress,” Representative John Lewis, received the Elie Wiesel Award from the US Holocaust Memorial Museum in 2016 for “his extraordinary moral and physical courage during... defining moments, and his lifelong commitment to promoting human dignity in all people.” He knew that when things need improving, one needs to take action. “What I try to tell young people is that if you come together with a mission, and it’s grounded with love and a sense of community, you can make the impossible possible.”



Ruth Bader Ginsburg: Ruth Bader Ginsburg was a first generation American whose parents came from an area in Europe where the Jewish population was wiped out by the Nazis in WWII. If they had not had the good fortune of immigrating to the United States, they would likely have been killed in the Holocaust. Justice Ginsburg credited her commitment to fighting for the civil rights of others to her being an outsider. In her lifetime, she faced discrimination for being a Jew, a woman, and a mother. She dedicated her life to using the law to fight for the civil rights of all Americans, living by her words, “We should not be held back from pursuing our full talents, from contributing what we could contribute to the society, because we fit into a certain mold - because we belong to a group that historically has been the object of discrimination.”

Choose ONE of the following activities. *

ACTIVITY #1 *“When artists give form to revelation, their art can advance, deepen and potentially transform the consciousness of their community.”* ALEX GRAY
Elie Wiesel, Anne Frank, John Lewis, Ruth Bader Ginsburg — in their own ways, each of these iconic leaders opposed genocide, battled for civil rights, and fought for women’s rights. After reading their stories, create a piece that shows how you would fight for social justice.

ACTIVITY #2 *“The arts are not just a nice thing to have... they all define who we are as a people and provide an account of our history for the next generation.”*

MICHELLE OBAMA

Art has frequently been used as a means to record history as well as platform to voice opinions about social issues. In 2020 we dealt with a pandemic, the unprovoked killings of people of color, and the demolition of monuments that reflected a shameful past. As we witnessed scenes that left us feeling aghast and stunned, we questioned our own moral compass. Develop your own work of art as a witness to this time in history.

ACTIVITY #3 *“It was the best of times it was the worst of times... it was the spring of hope, it was the winter of despair.”* CHARLES DICKENS

While we may be experiencing overwhelming feelings of sadness, we are also reminded of promising leaders, doctors, researchers, and philosophers who bring light and inspiration at the darkest of times. Create an emotional artwork that speaks to the lines written by Charles Dickens, and relate this to the events and social issues of 2020 or to the human stories of the Holocaust.

** Now through January 3, 2021, take time to view the exhibit at the Chrysler Museum of Art entitled, “Come Together, Right Now,” which may be inspirational for your own works of art.*

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: <https://holocaustcommission.jewishva.org/ewc21>. Your artist statement and at least two photographs of your work should be uploaded when entering.
- The Holocaust Commission will contact students whose pieces will move on to be judged in person in the final round.
- 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 | 4:00pm, Friday, February 5, 2021

STUDENT DIRECTIONS

JUNIOR & SENIOR DIVISION VISUAL ARTS COMPETITION: MULTIMEDIA

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



Anne Frank: Anne Frank wrote: “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Each of us has the ability to be a social justice warrior in our own way, in our own community. Anne exhibited a type of quiet social justice as she recorded in her diary the daily occurrences around her and her thoughts about them. She did not know the impact her diary would have on the world.



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Choose ONE of the following activities.*

ACTIVITY #1 *“When artists give form to revelation, their art can advance, deepen and potentially transform the consciousness of their community.”* ALEX GRAY
Elie Wiesel, Anne Frank, John Lewis, Ruth Bader Ginsburg — in their own ways, each of these iconic leaders opposed genocide, battled for civil rights, and fought for women’s rights. Use your multimedia entry to create a vision of whom you have become or of someone who has made you who you are.

ACTIVITY #2 *“The arts are not just a nice thing to have... they all define who we are as a people and provide an account of our history for the next generation.”*

MICHELLE OBAMA

Multimedia has frequently been used as means to record history and voice opinions about social justice. In 2020, we have dealt with a pandemic, the unprovoked killings of people of color, and the demolition of monuments that reflected a shameful past. As we witnessed scenes that left us feeling aghast and stunned, we questioned our own moral compass.

Create a multimedia entry as a witness to our time in history.

ACTIVITY #3 *“It was the best of times it was the worst of times... it was the spring of hope, it was the winter of despair.”* CHARLES DICKENS

While we may be experiencing feelings of despair, we are also reminded of promising leaders, doctors, researchers, and philosophers who bring light and inspiration at the darkest of times.

Create a multimedia work that speaks to the lines written by Charles Dickens, and how they relate to the events and social issues of 2020 or the human stories of the Holocaust.

* Now through January 3, 2021, take time to view the exhibit at the Chrysler Museum of Art entitled, “Come Together, Right Now,” which may be inspirational for your own works of art.



HOW DO I SUBMIT MY ENTRY?

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.

- 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.
- Each entrant must also 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.**
- Entries should be uploaded within the entry form at <https://holocaustcommission.jewishva.org/ewc21>. 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 – Multimedia Deadline | 4:00 pm, Friday, January 29, 2021

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, if it meets health protocols.

See <https://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. *Night*, Elie Wiesel
2. *Black Radishes*, Susan Lynn Meyer
3. *Parallel Journeys*, Eleanor Ayer
4. *Hana's Suitcase*, Karen Levine
5. *Jacob's Rescue*, Malka Drucker
6. *The Secret of Gabi's Dresser*, Kathy Kacer
7. *Number the Stars*, Lois Lowry
8. *Six Million Paper Clips*, Peter W. Schroeder & Dagmar Schroeder-Hildebrand
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. *Sevek and The Holocaust: The Boy Who Refused To Die*, Sidney Finkel
4. *In My Hands: Memories of a Holocaust Rescuer*, Irene Gut Opdyke
5. *Survival in Auschwitz*, Primo Levi
6. *All But My Life*, Gerda Weissmann Klein
7. *The Children of Willesden Lane*, Mona Golabek and Lee Cohen
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

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

