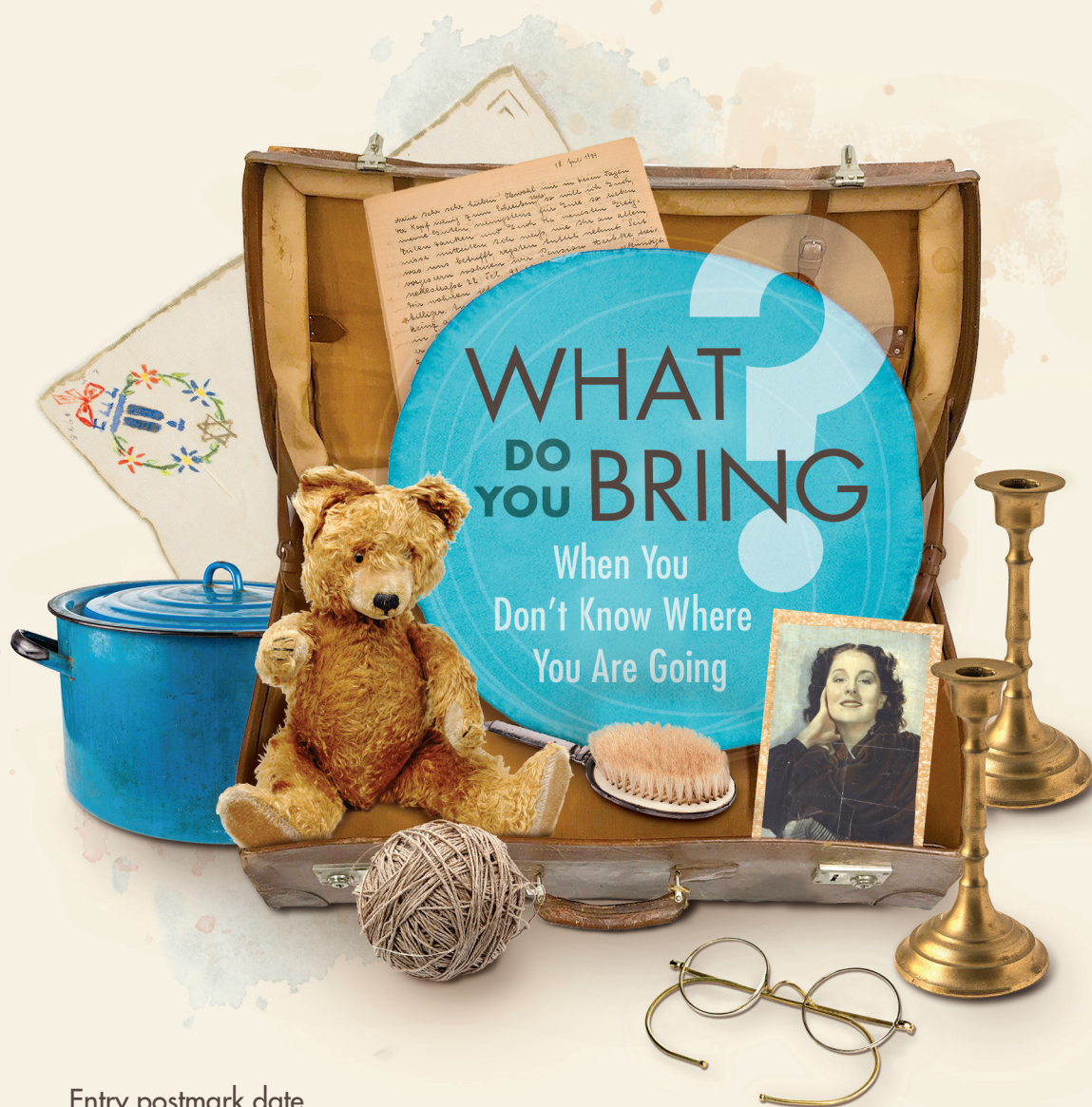


26TH ANNUAL HOLOCAUST ART & WRITING CONTEST

Chapman University and The 1939 Society



Entry postmark date
FEBRUARY 3, 2025

Digital submission due date
FEBRUARY 5, 2025

Awards Ceremony
FRIDAY, MARCH 14, 2025



CHAPMAN
UNIVERSITY

Rodgers Center for
Holocaust Education

FREQUENTLY ASKED QUESTIONS

- **What is the geographic reach of the contest?**
The contest is open to students in the United States and internationally. All entries must be submitted in English.
- **What grade levels are eligible to participate?**
Students currently enrolled in grades 6–8 are eligible to compete in the middle school division. Students currently enrolled in grades 9–12 are eligible to compete in the high school division.
- **Do middle school students compete against high school students?**
No. Students in grades 6–8 compete in the middle school division and students in grades 9–12 compete in the high school division.
- **In what categories may students compete?**
There are four categories: art (which includes photography), film, poetry, and prose.
- **How many entries are allowed per school?**
Participating schools may submit a total of three entries (one entry per student) in any combination of the following categories: art, film, poetry, or prose.
 - Schools serving middle and high school grades may submit up to three entries for middle school grades and up to three entries for high school grades.
- **Are group entries eligible?**
Student groups may submit their work; however, only one prize will be awarded should the entry win a top prize.
- **If my school isn't local, do I need to be present at the awards ceremony to receive prizes/recognition?**
If your school is not in Southern California, your school does not need to be physically present at the awards ceremony to receive certificates or prizes. For participants who would like to take part in the ceremony, a live video link will be made available.
- **Can students use a personal contact as the basis of their work instead of using a Holocaust survivor testimony from the websites listed in the contest materials?**
All entries must be based on a video testimony on the approved websites listed in the contest materials only. Works based on other testimony sources will be disqualified.
- **Can students refer to a book instead of a video testimony?**
Books may be used as secondary sources; however, each submitted entry must be based on a video testimony from one of the approved websites listed in the contest materials.
- **What if my school or students do not have Internet access? Are there other options for viewing a video testimony?**
Yes, please contact Jessica MyLymuk at RodgersCenter@chapman.edu or at (714) 628-7377 to discuss options for access to a video testimony.
- **Are there any video testimonies with a running time of two hours or less?**
Testimonies can vary in length. For a list of testimonies that are two hours in length or less, please refer to the list on page 7 of this booklet.
- **Can students submit choreography or a musical composition?**
Currently performance art and music composition are not categories included in the contest. However, student choreographers and composers may submit a film that includes original music and/or dance elements. The submission will be judged as a film and not as a musical composition or dance piece.
- **Do students have to be sponsored by a school or can they enter the contest on their own?**
Students must be sponsored by schools. Works submitted without a school/educator sponsorship will not be entered into the competition.
- **Are students who attend a home school, alternative school, or other non-traditional education center eligible to participate?**
Yes, all educational facilities that serve grades 6–12 are eligible to participate in the contest.
- **Do students need to cite the sources they use in their submissions?**
Yes, students are required to provide the URL of the video testimony used in their works. In addition, if secondary sources are used, students should submit a separate page of citations for these sources along with their entries.
- **Can a student use commercial music in their film project?**
Students must obtain written permission from copyright holders for all music used in film entries, with the exception of tracks from the *Echoes of Vilna* album made available by the Orange County Klezmers. Email RodgersCenter@chapman.edu to request access to preview tracks and to request download links.
- **Can a student use images or film clips from the Internet in their film project?**
Written permission from the copyright holder is required for images and film clips that do not belong to the student or are not in the public domain.
- **What happens to the winning entries?**
All submissions, including original works of art, become the property of the Rodgers Center for Holocaust Education at Chapman University.
- **When are winners notified?**
Winners will be announced at the awards ceremony at Chapman University on March 14, 2025.
- **How are entries submitted?**
Your school's three entries may be submitted digitally using the online submission form found on the Holocaust Art & Writing Contest website. First-place artists may be required to provide the original hard copies of their artworks. Hard copy submissions may be sent to:

Jessica MyLymuk
Rodgers Center for Holocaust Education
Chapman University
One University Drive
Orange, CA 92866, USA
- **When is the deadline to submit entries?**
The postmark deadline for submissions is February 3, 2025. The deadline for delivering or sending submissions digitally is February 5, 2025.
- **Do you offer professional development opportunities for teachers to help them prepare their students to participate in the contest?**
Yes. The Rodgers Center for Holocaust Education will offer workshops both on-site and online throughout the academic year. Please check the contest website for specific dates and information on how to register.

**For any other questions, contact Jessica MyLymuk
at the Rodgers Center for Holocaust Education at
Chapman University at RodgersCenter@chapman.edu
or at (714) 628-7377.**

General Criteria – All Categories

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must reflect genuine engagement with the survivor's testimony in its historical context and constitute a thoughtful and creative response.
- Entries must be based on a survivor's full-length testimony available from one of the following sources:
 - The 1939 Society website at the1939society.org
 - Chapman University's Holocaust Art & Writing Contest website featuring video testimonies from the collection of the USC Shoah Foundation at Chapman.edu/contest-testimonies
 - South Carolina Council on the Holocaust website at scholocaustcouncil.org/survivor.php
 - USC Shoah Foundation - The Institute for Visual History and Education's YouTube channel at Youtube.com/uscshoahfoundation ("Full-Length Testimonies" playlists)
 - USC Shoah Foundation's iWitness site at iwatch.usc.edu
- Entries must include a time stamp (timecode) from the video testimony. This is the moment in the testimony that the student chooses that references the theme of the contest prompt.
- Entries must be created by students. AI-generated works are not permitted.
- Entries that do not follow the criteria will be disqualified.
- Please note that AI-generated works are not permitted. All images, whether created by hand or digitally, must be the original creation of the student artist.

Specific Criteria – Art

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be submitted with the artist's statement that includes:
 - Title of the work
 - Name of survivor to whose testimony this work is a response
 - Statement of how the work addresses the prompt
 - Statement must not include student or school name and must not exceed 125 words.
 - Acknowledgement of sources – to protect copyright holders, proper citation of all sources is required. Permission for sources that are not public domain must be obtained in writing from copyright holder and submitted with entry.
 - Please do not staple, tape, or otherwise attach the artist statement to the artwork
- Submissions must be two-dimensional only, on medium no thicker than 3/4", and must not exceed 12" x 18."
- Artwork must not include the artist's name or any other identifying information.
- Artwork must not be matted or framed.
- Fixative spray must be applied to charcoal, pencil, pastel, and chalk art.
- Submissions can include photography and computer-generated images. Artists can use charcoal, pencil, pastel, chalk, watercolors, acrylics, or oils.
- Renderings of another's work will be disqualified.
- Please note that AI-generated works are not permitted. All images, whether created by hand or digitally, must be the original creation of the student artist.
- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Film

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be submitted with the filmmaker's statement including:
 - Title of the work

- Name of survivor to whose testimony this work is a response
- Statement of how the work addresses the prompt
- Statement must not include student or school name and must not exceed 125 words.
- Acknowledgement of sources – to protect copyright holders, proper citation of all sources is required. Permission for sources that are not public domain must be obtained in writing from copyright holder and submitted with entry.
- Content viewing time (without credits) may be no longer than three (3) minutes.
- File size must not exceed 600 MB.
- Films are to be submitted without credits for blind judging. A completed film with credits should be prepared in the event the film is selected for screening.
- Films may be submitted using WeTransfer.com, Google Drive, or other free file transfer websites.
- To ensure compatibility with MAC and PC, please use either QuickTime or MPEG format.
- Please note that AI-generated works are not permitted.
- Entries that do not follow the criteria will be disqualified.

We are grateful to the Orange County Klezmers for making available to registered participants musical selections from their album *Echoes of Vilna*. To preview or to request tracks for use in a film entry, please email Jessica Mylymuk, RodgersCenter@chapman.edu.

Students wishing to use music, photos, video, or other artwork in their films should be aware that these may be protected by U.S. copyright law and therefore require permission from the artists to use them. Purchasing or downloading materials from a website is generally intended for personal and home use only and does not grant the purchaser the right to reproduce, perform, or display copyrighted works publicly. For any copyrighted works appearing in the film, written permission must be obtained from the copyright holders and submitted with the entry.

Specific Criteria – Poetry

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be titled.
- Entries must be typed.
- Entries must not include graphics, drawings, or other images. It must be clear that the entry is a poem and not an artwork.
- Entries must not include reference to student or school name.
- Entries must be created by students. AI-generated works are not permitted.
- Students should include the name of the survivor about whom the entry is written. If the name doesn't appear in the work, it should appear under the title.
- Entries may be no more than 30 lines.
- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Prose

- Regardless of delivery method (digital or hard copy), all entrants must complete the online submission form available on the contest website.
- Entries must be titled.
- Entries must be typed.
- Entries must not include reference to student or school name.
- Entries must be created by students. AI-generated works are not permitted.
- Students should include the name of the survivor about whom the entry is written. If the name doesn't appear in the work, it should appear under the title.
- Entries may be no more than 500 words.
- Entries that do not follow the criteria will be disqualified.

RUBRICS

Art

	Outstanding 4	Good 3	Fair 2	Poor 1
Content				
Uses a word, phrase or sentence from a survivor's testimony that references one specific memory of what that person either literally or figuratively "carried" with them				
Explores the meaning and significance of this word, phrase, or sentence in the survivor's story, reflecting on what the survivor chose to carry and why it mattered to them				
Includes a reflection about what from the survivor's story the student will carry and why it matters to them				
Demonstrates evidence of insight and personal reflection				
Presents historical facts (names, dates, places) accurately				
Communicates clearly the inspiration and intent of the piece in the artist's statement				
Style				
Approaches the theme (prompt) thoughtfully				
Engages the viewer's attention by exploring the significance of the word, phrase, or sentence and its connection to the theme (prompt)				
Demonstrates appropriateness in content choices including the use of historical images and original graphics				
Demonstrates originality and creative representation of the theme (prompt)				
Reflects artistry and skill				

Film

	4	3	2	1
Content				
Uses a word, phrase or sentence from a survivor's testimony that references one specific memory of what that person either literally or figuratively "carried" with them				
Explores the meaning and significance of this word, phrase, or sentence in the survivor's story, reflecting on what the survivor chose to carry and why it mattered to them				
Includes a reflection about what from the survivor's story the student will carry and why it matters to them				
Demonstrates evidence of insight and personal reflection				
Presents historical facts (names, dates, places) accurately				
Communicates clearly the inspiration and intent of the piece in the filmmaker's statement				
Credits sources appropriately				
Style				
Reflects a clear and genuine voice				
Engages the viewer's attention by exploring the significance of the word, phrase, or sentence and its connection to the theme (prompt)				
Presents a well-executed progression of experiences, events, or ideas from beginning to end, so that they build on one another to create a coherent and dynamic film				
Demonstrates appropriateness in all content choices including music, historical images, dialogue, and narration				
Demonstrates originality and creative representation of the theme (prompt)				

Poetry and Prose

	4	3	2	1
Content				
Uses a word, phrase, or sentence from a survivor's testimony that references one specific memory of what that person either literally or figuratively "carried" with them				
Explores the meaning and significance of this word, phrase, or sentence in the survivor's story, reflecting on what the survivor chose to carry and why it mattered to them				
Includes a reflection about what from the survivor's story the student will carry and why it matters to them				
Demonstrates evidence of insight and personal reflection				
Presents historical facts (names, dates, places) accurately				
Style				
Theme (prompt) is approached thoughtfully				
Language choices are appropriate and respectful				
Writing voice is clear and genuine				
Grammar, mechanics, and syntax support the topic and do not distract from communicating the main idea				
Presents a well-executed progression of experiences, events, or ideas from beginning to end, so they build on one another to create a coherent and dynamic work				

COMMON CORE CONNECTIONS

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. (<http://www.corestandards.org/ELA-Literacy>)

The 26th Annual Holocaust Art & Writing Contest provides an authentic speaking, listening, and writing experience for middle and high school students. They can use the contest to better understand the rhetorical concepts of audience, purpose, genre, and style. The contest also provides students an opportunity to explore an integrated model of literacy, conducting original research, and consuming and producing across multi-media.

Common Core Standard	Grades 6-8	Grades 9-10	Grades 11-12	Holocaust Art & Writing Contest Connection
CCSS.ELA-Literacy Speaking and Listening Comprehension and Collaboration	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2)	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)	Students view and listen to at least one full-length video testimony of a Holocaust survivor to use in the process of creating an original work in writing, art, or film.
CCSS.ELA-Literacy Speaking and Listening Presentation of Knowledge and Ideas	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (SL.6.5/7.5/8.5)	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5)	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)	Students strategically use multi-media components in creating an original work in art or film.
CCSS.ELA-Literacy Writing Text Types and Purposes	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (W.6.2a/W.7.2a/W.8.2a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.11-12.2a)	Students will create an original work in writing, art, or film; organizing ideas and concepts and employing multimedia elements when useful. Art and film include a written artist's statement.
CCSS.ELA-Literacy Writing Text Types and Purposes	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (W.6.2b/W.7.2b/W.8.2b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-11.2b)	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2b)	Students will develop the topic with relevant facts, concrete details, quotations, or other information in the writing category.

Common Core Standard	Grades 6-8	Grades 9-10	Grades 11-12	Holocaust Art & Writing Contest Connection
CCSS.ELA-Literacy Writing Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4/W.7.4/W.8.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)	Students will write clearly and coherently in the writing category as well as the artist's statement in art and film.
CCSS.ELA-Literacy Writing Production and Distribution of Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5/W.7.5/W.8.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.5)	Students will write for an authentic audience.
CCSS.ELA-Literacy Writing Research to Build and Present Knowledge	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (W.6.7/W.7.7/W.8.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7)	Students will conduct authentic research to address the prompt in the contest, employing research and media skills.
CCSS.ELA-Literacy History/Social Studies Key Ideas and Details	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RH.11-12.2)	Students will view and listen to a full-length video testimony of a survivor to determine central ideas and relationships among the details and ideas to create an original work in writing, art, or film.
CCSS.ELA-Literacy History/Social Studies Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (RH.6-8.4)	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.9-10.4)	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (RH.11-12.4)	Students will engage with the meaning of words and phrases as they make meaning of survivor's testimony as it relates to the particular history of the Holocaust.
CCSS.ELA-Literacy History/Social Studies Integration of Knowledge and Ideas	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (RH.6-8.7)	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (RH.11-12.7)	Students will integrate visual information as they create an original work in art or film.

SURVIVOR TESTIMONIES

Many other testimonies, including those from survivors Henry Kress, Leon Leyson, and Jack Pariser, are between 2 and 4 hours in length. We encourage you to consider testimonies of this length as well.

The 1939 Society

Running Time: 1 hour or less

Edgar Aftergood
Marianna D. Birnbaum
Henriette B. From
Georgia Gabor
Bertha Habersfeld
Ruth Halbreich
Alice Hemar
Ben Kamm
David Klipp
Sophie Lazar
Israel Rosenwald
Frances Simon
Frederich A. Spiegler
Henia Weit

Running Time: 1–2 hours

Thomas Blatt
Stanley Bors
Ida V. Brookhouse
Barry Bruk
Selene Bruk
Suzanne Butnik
Marion Chervin
Fred Diamant
Ilse Diamant
Ruth Fenton
Harry Gable
Gertude Goetz

Samuel Goetz
Sam Goldberg
Baruch Goldstein
Zelda Gordon
Miriam Haas
Felicia Habersfeld
Sigfried Halbreich
Elly Kamm
Piri Katz
Hanka S. Kent
Cesia Kingston
Leon Kushynski
Sarna Landav-Stoger
Beba Leventhal
Rudolph Yerahmiel Lobel
Maurice Markheim
Samuel Michaels
Henry Nusbaum
Leopold Page
Ludmila Page
Henry Palmer
Galena Segal
Bart Stern
Sonia Tebrich
Rose Toren
Marietta S. Van Den Berg
Leon Weinstein
Sophie Weinstein

Chapman University Art & Writing Contest Page

Running Time: 1 hour or less

Richard Billauer
Fela Gipsman

Running Time: 1–2 hours

Joseph Aleksander
Engelina Billauer
Ralph Fischer

Rosette Fischer
Frances Flumenbaum
Natan Gipsman
Sally Roisman
Sam Steinberg
Michael Zelon

YouTube – USC Shoah Foundation – The Institute for Visual History and Education

Running Time: 1 hour or less

Malka Pinto
Nathan Shapow
Eva Wellner

Running Time: 1–2 hours

Irena Abram
Hy Abrams
Walter Absil
Zuzana Adam
Szyfra Altstock
Ruth Arkiss
Sari Baron
Flora Benveniste
Joseph Berger
Leo Berkwald
Celina Biniaz
Adela Boddy
Claire Boren
Ellen Brandt
Joseph Brod
Susan Brunn
Joe Dispeker
Olga Drucker
Eva Eiseman
Lea Faranof
Romana Farrington
Marianna Glazek
Johanna Kimmel Goldberg
Yvette Gould
Helen Granek
Helen Greenbaum
Kurt Greenhut
Joseph Gringlas
Hana Gruna
Hans Hammelbacher
Walter Hartmann
Freda Isakson
Warren Kahn
Harry Klein
Greta Klingsberg
Rose Kohn
Harry Konar
Henry Kreisel
Margaret Lambert
Kurt Landskroner
Marianne Laszlo
Olga Leibhard
Marcel Lerner
Bent Lerno

Kathy Levy
Ursula Levy
Margaret Lowe
David Mandel
Evelyne Marie
Micheline Marmor
Gary Matzdorff
Eva Meleck
Henry Meyer
Edith Milman
Kurt Moses
Elena Nightingale
Sara Ostrzega
Clare Parker
Isaiah Perez
Hilda Pierce
Lola Putt
Edith Reifer
Curt Rosenfeld
Masza Rosenroth
Leopold Rosner
Renate Rossmere
Beatrix Sachs
Eva Safferman
Curt Scharf
Herman Shalman
Hela Shapow
Sandra Segal
Marika Somerstein
Esther Stern
Joseph Talbert
Sidney Taussig
Alfred Traum
Norman Tukman
Renate Vambery
Irene Voros
Anna Eva Helene Webb
George Weiss
Jacob Wiener
Gaby Wilson
Sam Wise
Dina Wolfe
Max Wunderman
Bruno Zwass

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Orange County Department of Education
South Carolina Council on the Holocaust

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United States Holocaust Memorial Museum
Wilkinson College of Arts, Humanities,
and Social Sciences, Chapman University

INTERNATIONAL PARTNERS

Forum for Dialogue, Poland
Johannesburg Holocaust and Genocide Centre, South Africa
Toronto Holocaust Museum, Canada



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Rodgers Center for
Holocaust Education

(714) 628-7377

RodgersCenter@chapman.edu

Chapman.edu/holocaust-arts-contest