Chapman University and The 1939 Society

Entry postmark date:
February 3, 2016

Digital submission due date:
February 5, 2016

Awards Ceremony:
Friday, March 4, 2016

Sponsored by
Chapman University

The 1939 Society, an Organization of Holocaust Survivors, Descendants and Friends

The Samueli Foundation

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With support from
USC Shoah Foundation – The Institute for Visual History and Education

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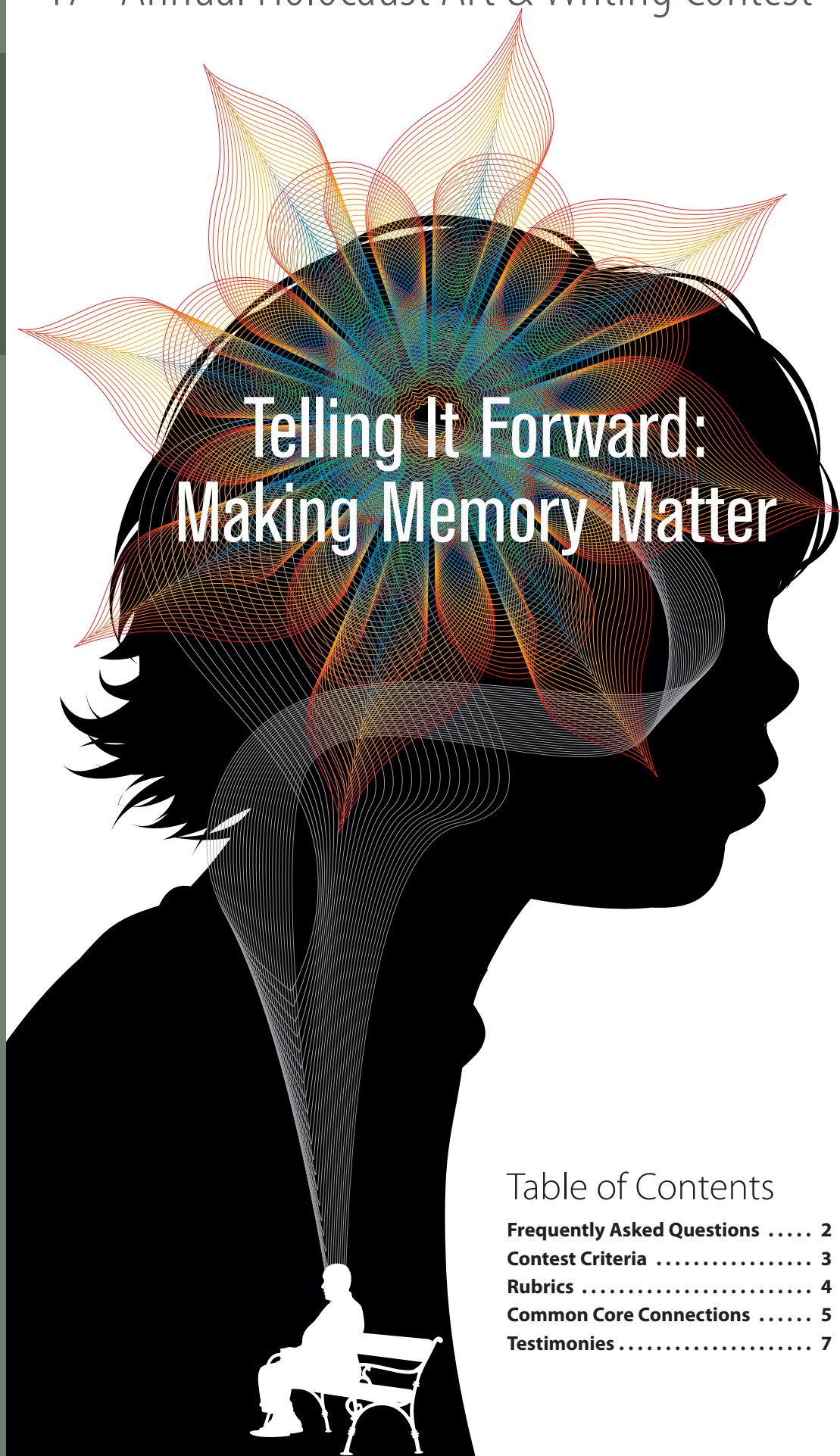**With generous contributions from**
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CHAPMAN UNIVERSITY

The Rodgers Center for
Holocaust Education

The Stern Chair in
Holocaust Education

The Sala and Aron Samueli
Holocaust Memorial Library

17th Annual Holocaust Art & Writing Contest

Telling It Forward: Making Memory Matter

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Frequently Asked Questions

- **What is the geographic reach of the contest?**

  The contest is open to students both nationally and internationally. All submissions must be in English.

- **What grade levels are eligible to participate?**

  Students currently enrolled in grades 6 – 12 may participate in the contest.

- **In what categories may students compete?**

  There are four categories: art (which includes photography), film, poetry and prose.

- **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.

- **If my school isn't local, do I need to be present at the awards ceremony to receive prizes/recognition?**

  Students must be in attendance (either in person or via Skype) to be eligible for first and second prizes.

- **Can students use a personal contact as the basis of their work instead of using a Holocaust survivor or rescuer testimony from the websites listed in the contest materials?**

  All entries must be based on a video testimony from 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 the Rodgers Center for Holocaust Education at Chapman University at cioffi@chapman.edu or at (714) 628-7377 to discuss how to obtain 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 or visit chapman.edu/holocaust-arts-contest to view a PDF with active links.

- **Can students submit choreography or a musical composition?**

  Currently performance art and music composition are not categories that are 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 list of citations for these sources along with their entries.

- **Can a student use commercial music in his or her 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 cioffi@chapman.edu to request access to preview tracks and to request download links.

- **What happens to the winning entries?**

  All submissions, including original works of art, become the property of Chapman University.

- **When are winners notified?**

  Winners will be announced at the awards ceremony at Chapman University on March 4, 2016.

- **How are entries submitted?**

  Written (prose and poetry) entries with cover sheets may be submitted digitally to cioffi@chapman.edu. Written entries will also be accepted via postal mail and by in-person delivery.

  Art entries may <u>not</u> be submitted digitally. Art entries with cover sheets and artist statements may be hand-delivered or sent via postal mail to:

  > Jessica MyLymuk
  > Rodgers Center for Holocaust Education
  > Chapman University
  > 1 University Drive
  > Orange, CA 92866

  Film entries should be submitted online using WeTransfer.com, a free data transfer service.

- **When is the deadline to submit entries?**

  The postmark deadline for submissions is February 3, 2016.

  The deadline for delivering or sending submissions via email or WeTransfer.com is February 5, 2016.

- **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 two workshops in Fall 2015.   These workshops are usually scheduled after school or on Saturdays on the campus of Chapman University. 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 cioffi@chapman.edu or at (714) 628-7377.

Criteria

General Criteria – All Categories

- Entries must be submitted with a cover sheet (available at chapman.edu/holocaust-arts-contest).

- Entries must reflect genuine engagement with the survivor's or rescuer's testimony in its historical context and constitute a thoughtful and creative response.

- Entries must be based on a survivor's or rescuer's testimony available from one of the following sources:

  - The 1939 Society website at the1939society.org

  - Chapman University's Holocaust Art and Writing Contest website featuring video testimonies from the collection of the USC Shoah Foundation at chapman.edu/contest-testimonies

  - USC Shoah Foundation - The Institute for Visual History and Education's YouTube channel at youtube.com/uscshoahfoundation ("Full-Length Testimonies" playlists)

- Entries that do not follow the criteria will be disqualified.

Specific Criteria - Art

- Entries must be submitted with a cover sheet. Please do not staple, tape or otherwise attach the cover sheet to the artwork.

- Entries must be submitted with the artist's statement that includes:

  - Title of the work

  - Name of survivor or rescuer 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 100 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.

- May be only two-dimensional image on medium no thicker than ¾" and submission must not exceed 12" x 18."

- Artwork must not be matted or framed.

- Fixative spray must be applied to charcoal, pencil, pastel, and chalk art.

- May include photography, computer-generated images, or may be in charcoal, pencil, pastel, chalk, watercolors, acrylics, or oils. Please note that all images, whether computer, artist, or photo-generated are considered property of the original artist.

- Renderings of another's work will be disqualified.

- Entries that do not follow the criteria will be disqualified.

Specific Criteria – Film

- Entries must be submitted with a cover sheet.

- Entries must be submitted with the filmmaker's statement including:

  - Title of the work

  - Name of survivor or rescuer 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 100 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 may be no longer than three (3) minutes.

- Final file size must not exceed 600 MB.

- Submit film without credits for blind judging. A completed film with credits should be prepared in the event the film is selected for screening.

- Final films may be submitted using WeTransfer.com, a free file transfer website.

- To ensure compatibility with MAC and PC, please use either QuickTime or MPEG format.

- 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, cioffi@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, permission must be obtained from the copyright holders and submitted with the entry.

Specific Criteria - Poetry

- Entries must be submitted with a cover sheet. Please do not staple, tape or otherwise attach the cover sheet to the entry.

- Entries must be titled.

- Entries must be word-processed.

- 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.

- Students should include the name of the survivor or rescuer about whom the entry is written.

- Entries may not exceed one page: Times New Roman 12, 1" margins, single spaced

- Entries that do not follow the criteria will be disqualified.

Specific Criteria - Prose

- Entries must be submitted with a cover sheet. Please do not staple, tape or otherwise attach the cover sheet to the entry.

- Entries must be titled.

- Entries must be word-processed.

- Entries must not include reference to student or school name.

- Students should include the name of the survivor or rescuer about whom the entry is written.

- Entries may not exceed one page: Times New Roman 12, 1" margins, single spaced

- Entries that do not follow the criteria will be disqualified.

Rubrics

Art Criteria

	Outstanding 4	Good 3	Fair 2	Poor 1
CONTENT				
References a specific memory from the survivor's or rescuer's testimony				
Conveys specific details from the survivor's or rescuer's testimony				
Demonstrates evidence of insight and personal reflection				
Presents accurate historical facts (names, dates, places)				
Demonstrates awareness of broader historical context				
Communicates clearly the inspiration and intent of the piece in the artist's statement				
STYLE				
Theme (prompt) is approached thoughtfully				
Art is memorable and engages the viewer's attention by the way it captures the survivor's or rescuer's memory				
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 Criteria

	Outstanding 4	Good 3	Fair 2	Poor 1
CONTENT				
References a specific memory from the survivor's or rescuer's testimony				
Conveys specific details from the survivor's or rescuer's testimony				
Demonstrates evidence of insight and personal reflection				
Presents accurate historical facts (names, dates, places)				
Demonstrates awareness of broader historical context				
Communicates clearly the inspiration and intent of the film in the artist's statement				
Credits sources appropriately				
STYLE				
Reflects a clear and genuine voice				
Video is memorable and engages the viewer's attention by the way it captures the survivor's or rescuer's memory				
Demonstrates appropriateness in all content choices including music, historical images, dialogue and narration				
Demonstrates proficiency in all technical aspects including editing, sound, framing and any effects that are used in film				
Demonstrates originality and creative representation of the theme (prompt)				
Organization is coherent and dynamic				

Writing Criteria

	Outstanding 4	Good 3	Fair 2	Poor 1
CONTENT				
References a specific memory from the survivor's or rescuer's testimony				
Provides specific details and descriptions of the survivor's or rescuer's testimony				
Demonstrates evidence of insight and personal reflection				
Presents accurate historical facts (names, dates, places)				
Demonstrates awareness of broader historical context				
Conveys the importance of sharing survivor's or rescuer's memories with others				
STYLE				
Topic (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				
Organization is coherent and dynamic				

Common Core Connections

The Common Core State Standards (CCSC) 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. (corestandards.org/ELA-Literacy)

The 17th Annual Holocaust Art and 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, conduct original research and consume and produce across multimedia. For states that follow the CCSS, the following list provides specific examples of how the contest enables teachers to address many of these standards.

History/Social Studies

Common Core Standard	Grades 6-8	Grades 9-10	Grades 11-12	Holocaust Art & Writing Contest Connection
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 or rescuer 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 the survivor's or rescuer'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.

English Language Arts

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 or rescuer 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 multimedia components to create an original work in art or film.

Common Core Standard	Grades 6-8	Grades 9-10	Grades 11-12	Holocaust Art & Writing Contest Connection
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 of 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.9-10.2b)	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.
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. (W.9-10.4)	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 their written entries.
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.9-10.5)	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.

Survivor and Rescuer Testimonies

The 1939 Society

Running Time: 1 hour or less
Edgar Aftergood
Marianna D. Birnbaum
Henriette B. From
Georgia Gabor
Bertha Haberfeld
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 Diament
Ilse Diament
Ruth Fenton
Harry Gable
Gertude Goetz

Samuel Goetz
Sam Goldberg
Baruch Goldstein
Zelda Gordon
Miriam Haas
Felicia Haberfeld
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 and Writing Contest Page

Running Time: 1 hour or less
Richard Billauer
Fela Gipsman

Running Time: 1–2 hours
Joseph Aleksander
Per Anger (Rescue/Aid)
Engelina Billauer
Ralph Fischer

Rosette Fischer
Frances Flumenbaum
Natan Gipsman
Sally Roisman
Sam Steinberg
Johtje Vos (Rescue/Aid)
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
Henri De Kryger (Rescue/Aid)
Johannes De Vries (Rescue/Aid)
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
Jan Karski (Rescue/Aid)
Harry Klein
Greta Klingsberg
Adolf Koebner (Rescue/Aid)
Rose Kohn
Harry Konar
Henry Kreisel
Margaret Lambert
Kurt Landskroner

Marianne Laszlo
Olga Leibhard
Marcel Lerner
Bent Lerno
Kathy Levy
Ursula Levy
Lily Lipman (Rescue/Aid)
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 Perrez
Hilda Pierce
Lola Putt
Edith Reifer
Curt Rosenfeld
Masza Rosenroth
Leopold Rosner
Renate Rossmere
Beatrix Sachs
Eva Safferman
Curt Scharf
Herman Shaalman
Hela Shapow
Sandra Segal
Esther Stern
Marika Somerstein
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

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

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