White Rose Student Essay Contest

EDUCATOR GUIDE

Registration start date

January 13, 2021

Start Date for Submissions

February 1, 2021

Digital submission due date

March 10, 2021

“Don’t lose hope...let there be camaraderie among you... Help each other. That is the only way to survive.”

— ELIE WIESEL, NIGHT
About

If you wish to express interest in having your students participate please visit the following link:
   [https://forms.gle/FBRea2gsGCpC3EEAA](https://forms.gle/FBRea2gsGCpC3EEAA)

Our Mission

At the Holocaust Memorial Resource and Education Center, we use the history and lessons of the Holocaust to build a just and caring community free of antisemitism and all forms of prejudice and bigotry.

Inspiration

This is what was taken from members of the Jewish community and others that were deemed ‘inferior’ races by Hitler and the Nazi’s. In the first six years of Adolf Hitler's dictatorship, Jews felt the effects of more than 400 decrees and regulations on all aspects of their lives. The regulations gradually but systematically took away their rights and property, transforming them from citizens into outcasts.

Propaganda, identification, classification, discrimination and dehumanization were just some of the tactics used that paved the way for more radical persecution of Jews. The intention was to polarize and promote “Aryan” ideals to make people feel that they were part of the “National Community” that was racially superior and have Jews and others viewed as “inferior”.

It is important for students to understand how these laws and actions influenced the attitudes and behavior of the Germany people, as well as the impact on the Germany Jewish community.

About the Contest

The HMREC White Rose Essay Contest provides an authentic speaking, listening, and writing experience for high school students. Using Survivor testimony, and primary sources, students are able to synthesize researched information to demonstrate understanding of the Holocaust and how it happened. They can use the contest to better understand the rhetorical concepts of audience, purpose, genre, and style. By conducting original research, and consuming and producing across multi-media, the contest provides students an opportunity to explore an integrated model of literacy.

Your School Is Invited to Participate in The Holocaust Memorial Resource and Education Center’s

1\textsuperscript{st} Annual White Rose Essay Contest

Student’s must provide sponsorship by a school or teacher. One entry per student is allowed.

Winning submissions will be displayed on the Holocaust Memorial Resource and Education Center website, as well as distributed in digital format for the award ceremony attendees.

<table>
<thead>
<tr>
<th>Awards</th>
<th>1\textsuperscript{st} Place Student</th>
<th>Sponsoring Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>$500</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>$250</td>
<td>$100</td>
<td>$100</td>
</tr>
</tbody>
</table>

*This prize money may be considered taxable unless used for tuition, books, or similar. It is best to consult an accountant or other tax professional.

The awards in this contest are made possible by the generous donation of an anonymous benefactor who hopes that students will continue to learn from the lessons of the Holocaust through education.
Research Prompt

Research

At the core of Nazi ideology was the notion that there was an inherent racial hierarchy. Analyze how the Nazis used race as a category to discriminate and wage violence against entire groups of people. Using Survivor testimony as well as other primary/secondary sources, describe how Jews (or other racial minorities) were systematically excluded from German society well before the Final Solution began.

Reflection

The mission of the Holocaust Memorial Resource & Education Center is to use the history and lessons of the Holocaust to build just and caring communities, free of antisemitism and all forms of prejudice and bigotry. From what you have researched, what are some of the lessons learned that you feel are relevant and applicable to today’s world? Why should people learn about this specific history?

Specific Criteria

Research papers will be evaluated on adherence to presented prompts as well as development of content and theme, original expression, historical accuracy, grammar and mechanics.

They must meet the following detailed criteria:

a. Adherence to theme responding to presented prompts;

b. Evidence of historical research - comprehensive and accurate; not written in the first-person or as fiction; substantial supporting detail with a minimum of 5 direct quotes that support your response. Minimum of 3 primary sources presented on links paged must be used, including at least (1) survivor testimony from IWitness used in research.

c. Synthesis of information - gathered from a variety of electronic and non-electronic sources, all properly cited; all citation styles are accepted, but citations must be consistent; internal citations, footnotes, or endnotes are acceptable. The databases and links to APPROVED internet sources are provided, but you are not limited to those sources. Wikipedia not an acceptable source.

d. Writing must be free of plagiarism - those passages copied directly from other sources, without proper citations, or containing vast amounts of quoted or minimally paraphrased material are subject to disqualification.

e. Personal insight and reflection—describing own feelings and using a creative writing style;

f. Typed - double-spaced, with one-inch margins and size 12 font; Times New Roman font; 500 word minimum.

g. Maximum of 1000 words; all words in the body of the paper are counted in the total; internal citations do not count. Paper must include a well-developed introduction with body and conclusion.

h. Must be grammatically correct –grammar, spelling or other mechanics will be evaluated.

i. Essays submitted by due date.

Provided Sources

Secondary Sources

Jewish Communities of Prewar Germany
Anti-Jewish Boycott
Aryanization
Anti-Semitic Legislation
Nuremberg Laws
Exploring Jewish Life and Culture
Anti-Jewish Legislation Timeline

Testimony as a Primary Source

How to use IWitness for research
https://www.IWitness.usc.edu

Primary Sources – Photographs and Maps

Boycott Crowd
Anti-Jewish Legislation
Poster for Boycott
Jewish Emigration Map
Eastern Europe Prewar Life

Primary Sources – Documents

Orders for Boycott
Law for the Restoration of the Professional Civil Service
Law Regarding Admission to the Bar
Nuremberg Laws Graphic
Reich Citizenship Law
Law for the Protection of German Blood and Honor
The Second Decree for the Execution of the Law Regarding the Change of the Surnames and Forenames
Law on the Passports of Jews
Frequently Asked Questions

- **What is the geographic reach of the contest?**
The contest is open to students in the state of Florida.

- **What grade levels are eligible to participate?**
  Students currently enrolled in grades 9-12.

- **How many entries are allowed?**
  Each school may submit 1 entry per student.

- **Are group entries eligible?**
  No. Student work must be completed individually.

- **If my school isn’t local, do I need to be present at the awards ceremony to receive prizes/recognition?**
  The award ceremony will be virtual. 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 or rescuer 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 without express approval will be disqualified.

- **Can students refer to a book instead of a video testimony?**
  Books may be used as sources to supplement video testimony but used not in lieu of; all book sources must be cited as well as 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 Stephen Poynor at spoynor@holocaustedu.org or at (407) 628-0555 to discuss how to obtain testimony and resources from HMREC.

- **Are there suggested resources for testimonies and primary sources?**
  Testimonies and resources can be from a myriad of sources. For a list of testimonies and resources, please refer to the list on page 2 & 5 of this booklet.

- **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 9 – 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 sources 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.

- **What happens to the winning entries?**
  All submissions become the property of the Holocaust Memorial Resource and Education Center of Florida.

- **When are winners notified?**
  Winners will be announced at the awards ceremony at the Holocaust Memorial Resource and Education Center; Ceremony date and details will be forthcoming.

- **How are entries submitted?**
  - **Digital entries** be submitted digitally to spoynor@holocaustedu.org
  - **Written entries** will also be accepted via postal mail and by in-person delivery.

  - **Physical written entries** may be hand-delivered or sent via postal mail to:  
    ATTN: Stephen Poynor  
    HMREC  
    851 North Maitland Avenue,  
    Maitland, FL 32751

- **When is the deadline to submit entries?**
  The deadline for submissions is March 10, 2021.

- **Is the prize money taxable?**
  This prize money may be considered taxable unless used for tuition, books, or similar. It is best to consult an accountant or other tax professional.

- **Do you offer professional development opportunities for teachers to help them prepare their students to participate in the contest?**
  Yes. The Holocaust Memorial Resource and Education Center will offer workshop sessions. Please check the contest website for specific dates and information on how to register.

For any other questions, contact  
Rachel Luce-Hitt (rluce-hitt@holocaustedu.org) or Stephen Poynor (spoynor@holocaustedu.org) at the Holocaust Memorial Resource and Education Center of Florida or at (407) 628-0555.
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. (Corestandards.org/ELA-Literacy)

The HMREC White Rose Essay Contest provides an authentic speaking, listening, and writing experience for high school students. They can use the contest to better understand the rhetorical concepts of audience, purpose, genre, and style. By conducting original research, and consuming and producing across multi-media, the contest provides students an opportunity to explore an integrated model of literacy.

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
<th>Holocaust Essay Contest Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy Speaking and Listening Comprehension and Collaboration</td>
<td>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)</td>
<td>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)</td>
<td>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.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy Writing Text Types and Purposes</td>
<td>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)</td>
<td>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)</td>
<td>Students will create an original work in writing; organizing ideas and concepts and employing formatting for researched information when needed.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy Writing Text Types and Purposes</td>
<td>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)</td>
<td>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)</td>
<td>Students will develop the topic with relevant facts, concrete details, quotations or other information in the writing category.</td>
</tr>
<tr>
<td>Common Core Standard</td>
<td>Grades 9-10</td>
<td>Grades 11-12</td>
<td>Holocaust Essay Contest Connection</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Produce clear and coherent writing in which the development, organization,</td>
<td>Produce clear and coherent writing in which the development, organization,</td>
<td>Students will write clearly and</td>
</tr>
<tr>
<td>Writing</td>
<td>and style are appropriate to task, purpose, and audience.</td>
<td>and style are appropriate to task, purpose, and audience.</td>
<td>coherently.</td>
</tr>
<tr>
<td></td>
<td>(W.11-12.4)</td>
<td>(W.11-12.4)</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Develop and strengthen writing as needed by planning, revising, editing,</td>
<td>Produce clear and coherent writing in which the development, organization,</td>
<td>Students will write for an authentic</td>
</tr>
<tr>
<td>Writing</td>
<td>rewriting, or trying a new approach, focusing on addressing what is most</td>
<td>and style are appropriate to task, purpose, and audience.</td>
<td>research audience.</td>
</tr>
<tr>
<td></td>
<td>significant for a specific purpose and audience. (W.11-12.5)</td>
<td>(W.11-12.5)</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Conduct short as well as more sustained research projects to answer a</td>
<td>Conduct short as well as more sustained research projects to answer a</td>
<td>Students will conduct authentic</td>
</tr>
<tr>
<td>Writing</td>
<td>question (including a self-generated question) or solve a problem; narrow</td>
<td>question (including a self-generated question) or solve a problem; narrow</td>
<td>research to address the prompt in</td>
</tr>
<tr>
<td></td>
<td>or broaden the inquiry when appropriate; synthesize multiple sources on</td>
<td>or broaden the inquiry when appropriate; synthesize multiple sources on</td>
<td>the contest, employing research</td>
</tr>
<tr>
<td></td>
<td>the subject, demonstrating understanding of the subject under investigation.</td>
<td>the subject, demonstrating understanding of the subject under investigation.</td>
<td>and media skills.</td>
</tr>
<tr>
<td></td>
<td>(W.9-10.7)</td>
<td>(W.11-12.7)</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Determine the central ideas or information of a primary or secondary source;</td>
<td>Determine the central ideas or information of a primary or secondary source;</td>
<td>Students will view and listen to a</td>
</tr>
<tr>
<td>History/Social</td>
<td>provide an accurate summary of how key events or ideas develop over the</td>
<td>provide an accurate summary of how key events or ideas develop over the</td>
<td>full-length video testimony of a</td>
</tr>
<tr>
<td>Studies</td>
<td>course of the text. (RH.9-10.2)</td>
<td>course of the text. (RH.9-10.2)</td>
<td>survivor or rescuer to determine</td>
</tr>
<tr>
<td>Key Ideas and</td>
<td></td>
<td></td>
<td>central ideas and relationships</td>
</tr>
<tr>
<td>Details</td>
<td></td>
<td></td>
<td>among the details and ideas to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>create an original work in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>researched writing.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Determine the meaning of words and phrases as they are used in a text,</td>
<td>Determine the meaning of words and phrases as they are used in a text,</td>
<td>Students will engage with the</td>
</tr>
<tr>
<td>History/Social</td>
<td>including analyzing how an author uses and refines the meaning of a key</td>
<td>including analyzing how an author uses and refines the meaning of a key</td>
<td>meaning of survivor’s testimony as</td>
</tr>
<tr>
<td>Studies</td>
<td>term over the course of a text. (RH.9-10.4)</td>
<td>term over the course of a text. (RH.9-10.4)</td>
<td>it relates to the particular history</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td></td>
<td></td>
<td>of the Holocaust.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy</td>
<td>Integrate quantitative or technical analysis (e.g., charts, research data)</td>
<td>Integrate and evaluate multiple sources of information presented in</td>
<td>Students will use information</td>
</tr>
<tr>
<td>History/Social</td>
<td>with qualitative analysis in print or digital text. (RH.9-10.7)</td>
<td>diverse formats and media (e.g., visually, quantitatively, as well as in</td>
<td>gathered from diverse formats to</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td>words) in order to address a question or solve a problem. (RH.11-12.7)</td>
<td>synthesize researched information</td>
</tr>
<tr>
<td>Integration of</td>
<td></td>
<td></td>
<td>to answer prompts presented.</td>
</tr>
<tr>
<td>Knowledge and Ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

### 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
- Frederick A. Spiegler
- Henia Weit

- 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 Trebrich
- Rose Toren
- Marietta S. Van Den Berg
- Leon Weinstein
- Sophie Weinstein

- Richard Billauer
- Fela Gipsman

**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

- Ralph Fischer
- Rosette Fischer
- Frances Flumenbaum
- Natan Gipsman
- Sally Roisman
- Sam Steinberg
- Jhojte Vos (Rescue/Aid)
- Michael Zelon

### USC Shoah Foundation – IWitness

**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 Klingbells
- Adolf Koebner (Rescue/Aid)
- Rose Kohn
- Henry Kreisel

- Kurt Landskroner
- Marianne Laszlo
- Olga Leibhard
- Marcel Lerner
- Bent Lemo
- Kathy Levy
- Ursula Levy
- Lily Lipman (Rescue/Aid)
- Margaret Lowe
- David Mandel
- Evelyne Marie
- Micheline Marmor
- Gary Matz dorff
- 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 Roßmer
- Beatrix Sachs
- Eva Saßerman
- Curt Scharf
- Herman Shaalman
- Hela Shapow

- Sandra Segal Marika
- Somerset Esther Stern
- Joseph Talbert Sidney
- Taussig Alfred Traum
- Norman Tukman Renate
- Vambéry Irene Voros
- Anna Eva Helene Webb
- George Weiss
- Jacob Wiener
- Gaby Wilson
- Sam Wise
- Dina Wolfe
- Max Wunderman
White Rose Student Essay Contest Entry Form

STUDENT:
Name
________________________________________
Address ___________________________________
City/State/Zip ________________________________
Phone ___________ Email _______________________ 
Grade Level: ☐ 9th ☐ 10th □ ☐ 11th ☐ 12th

REQUIREMENTS:
This essay is the result of my individual research, expressed in my own words. I understand that in order to be considered for judging my essay must meet all contest criteria.

I utilized testimony as well as primary sources which are well documented in my research paper bibliography.

*Names of winning students will be placed on our website and social media unless otherwise requested.

Student’s Signature

PARENT(S):
Name ___________________________ Name ___________________________
Address ____________________________________________
City/State/Zip ________________________________ City/State/Zip ________________________________
Email ___________________________ Email ___________________________

SPONSORING TEACHER:
Teacher’s Name __________________________
School __________________________________ Phone __________________________
School Address __________________________________
City/State/Zip ______________________________
E-mail __________________________________
Principal’s name __________________________ Principal’s email __________________________
Superintendent’s name ______________________ Superintendent’s email ______________________

I have reviewed this student’s essay to ensure that it meets all contest criteria:

(Teacher Signature Required)
About the