

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

Awards Ceremony
April 18, 2021

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

— ELIE WIESEL, *NIGHT*

Holocaust

MEMORIAL RESOURCE & EDUCATION
CENTER OF FLORIDA

About



Your School Is Invited to Participate in The Holocaust Memorial Resource and Education Center's 1st Annual White Rose Essay Contest

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

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

Community. Belonging. Connectedness. Their Lives.

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.

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.

Awards

\$1000	1 st Place Student	\$500	Sponsoring Teacher
\$500	2 nd Place Student	\$250	Sponsoring Teacher
\$250	3 rd Place Student	\$100	Sponsoring Teacher

**Individuals will be responsible for claiming/reporting for tax purposes on all awards.*

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.

Criteria

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](#)



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. (Corestandards.org/ELA-Literacy)

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Common Core Standard	Grades 9-10	Grades 11-12	Holocaust Essay Contest Connection
CCSS.ELA-Literacy Speaking and Listening Comprehension and Collaboration	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.
CCSS.ELA-Literacy Writing Text Types and Purposes	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; organizing ideas and concepts and employing formatting for researched information when needed.
CCSS.ELA-Literacy Writing Text Types and Purposes	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 9-10	Grades 11-12	Holocaust Essay 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.	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.
CCSS.ELA-Literacy Writing Production and Distribution of Writing	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 research audience.
CCSS.ELA-Literacy Writing Research to Build and Present Knowledge	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 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 researched writing.
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 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 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 use information gathered from diverse formats to synthesize researched information to answer prompts presented.

Survivor and Rescuer Testimonies

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
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

Running Time: 1 hour or less

Richard Billauer
Fela Gipsman

Running Time: 1–2 hours

Joseph Aleksander
Per Anger (Rescue/Aid)
Engelina Billauer

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

Ralph Fischer
Rosette Fischer
Frances Flumenbaum
Natan Gipsman
Sally Roisman
Sam Steinberg
Johtje 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 Klingsberg
Adolf Koebner (Rescue/Aid)
Rose Kohn
Henry Kreisel

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 Marika
Sommerstein 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

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 _____

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)