

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 26, 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 1<sup>st</sup> 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 <sup>st</sup> Place Student	\$500	Sponsoring Teacher
\$500	2 <sup>nd</sup> Place Student	\$250	Sponsoring Teacher
\$250	3 <sup>rd</sup> 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

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## 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](mailto: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 on April 18, 2021.
- **How are entries submitted?**
  - **Digital entries** be submitted digitally to [spoynor@holocaustedu.org](mailto: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.
- **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 ([rluca-hitt@holocaustedu.org](mailto:rluca-hitt@holocaustedu.org)) or Stephen  
Poynor ([spoynor@holocaustedu.org](mailto:spoynor@holocaustedu.org)) at the Holocaust  
Memorial Resource and Education Center of Florida or  
at (407) 628-0555.**

# 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](https://corestandards.org/ELA-Literacy))

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Common Core Standard	Grades 9-10	Grades 11-12	Holocaust Essay Contest Connection
<p>CCSS.ELA-Literacy</p> <p><b>Speaking and Listening</b></p> <p>Comprehension and Collaboration</p>	<p>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)</p>	<p>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)</p>	<p>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.</p>
<p>CCSS.ELA-Literacy</p> <p><b>Writing</b></p> <p>Text Types and Purposes</p>	<p>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)</p>	<p>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)</p>	<p>Students will create an original work in writing; organizing ideas and concepts and employing formatting for researched information when needed.</p>
<p>CCSS.ELA-Literacy</p> <p><b>Writing</b></p> <p>Text Types and Purposes</p>	<p>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)</p>	<p>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)</p>	<p>Students will develop the topic with relevant facts, concrete details, quotations or other information in the writing category.</p>

<b>Common Core Standard</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>	<b>Holocaust Essay Contest Connection</b>
<p>CCSS.ELA-Literacy <b>Writing</b> Production and Distribution of Writing</p>	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.
<p>CCSS.ELA-Literacy <b>Writing</b> Production and Distribution of Writing</p>	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.
<p>CCSS.ELA-Literacy <b>Writing</b> Research to Build and Present Knowledge</p>	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.
<p>CCSS.ELA-Literacy <b>History/Social Studies</b> Key Ideas and Details</p>	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.
<p>CCSS.ELA-Literacy <b>History/Social Studies</b> Craft and Structure</p>	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.
<p>CCSS.ELA-Literacy <b>History/Social Studies</b> Integration of Knowledge and Ideas</p>	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

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#### PARENT(S):

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Email \_\_\_\_\_

Email \_\_\_\_\_

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#### 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