

# Cape Town Holocaust Centre's The White Rose Art & Writing Project

The Cape Town Holocaust Centre is delighted to invite high school learners to contribute to The White Rose Art & Writing Project 2015. The theme of this year's project is ***Freedom of Expression: The role of art & writing in resisting injustice.***

## What is the aim of the project?

- To encourage a greater understanding of the need to protect human rights and freedom of expression.
- To be a catalyst in empowering participants to each find their voice in resisting injustices within their own environment.
- To learn about resistance to Nazi oppression during the Holocaust, and to consider what relevance this history has for a South African in 2015.

## Who can participate?

- Any Grade 9-12 learner, no matter which subjects you take.

**Exceptional entries will be recognized with certificates and prizes!**

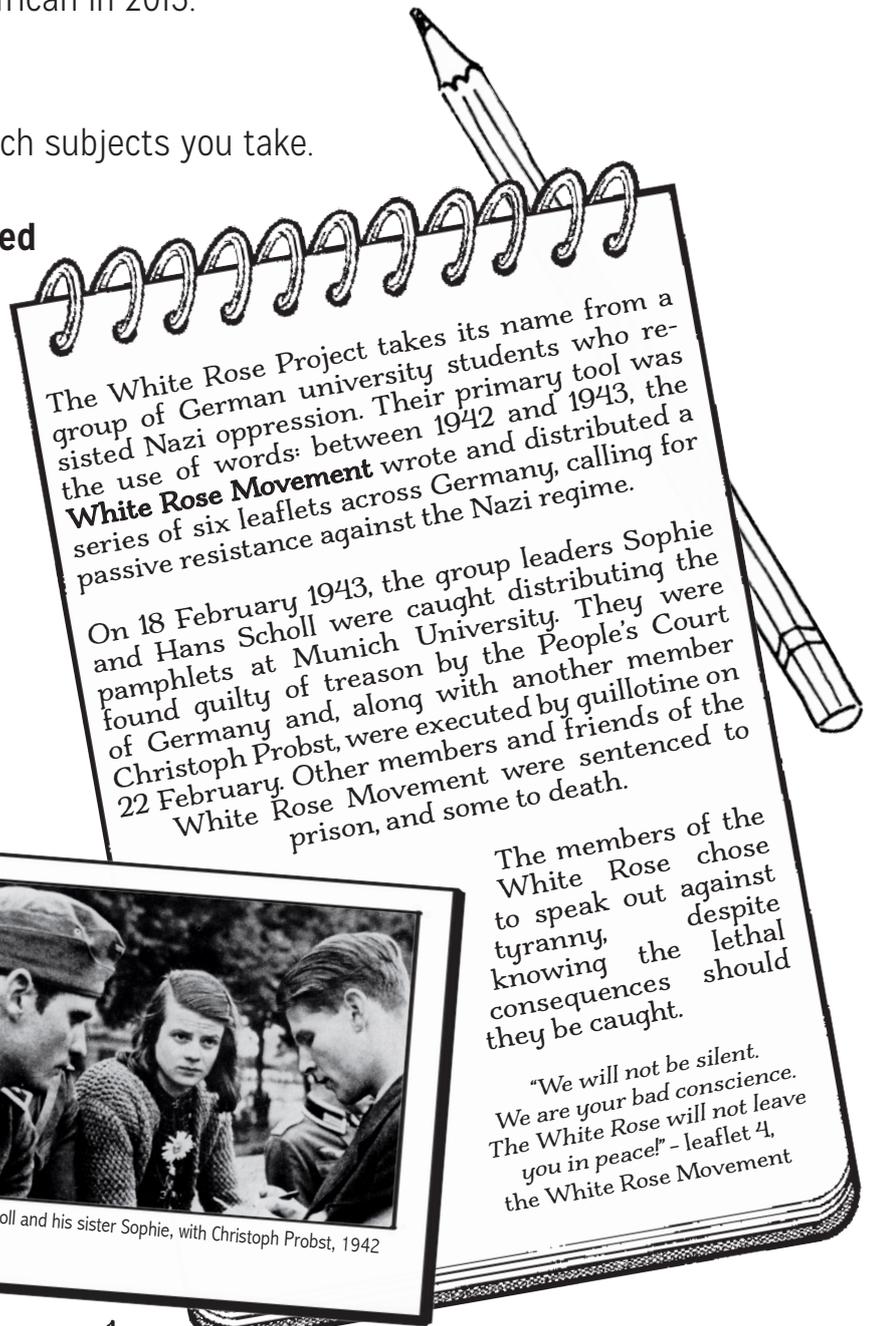
Closing date:  
**Thursday 30 July 2015**

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**We look forward  
to receiving your  
contribution!**

For further information, please contact Ori Barnett at the Cape Town Holocaust Centre: [edu.admin@holocaust.org.za](mailto:edu.admin@holocaust.org.za) or 021 462 5553, or visit our website: [www.holocaust.org.za](http://www.holocaust.org.za).



## Resisting injustice during the Holocaust



The Holocaust refers to the genocide of European Jewry between 1933 and 1945, committed by the Nazis and their collaborators. Approximately six million Jews were systematically murdered. During this time the Nazis also targeted and killed non-Jewish victims whom they regarded as 'undesirable': the Sinti and Roma ('gypsies'), the physically and mentally disabled, homosexuals, Jehovah's Witnesses, black people and political or religious opponents of the regime.

Like all genocides, the Holocaust did not begin with mass murder. The racist Nazi state encouraged prejudice and discrimination, and passed laws that excluded Jews from civil society. The world stood by and watched while Europe's Jews were persecuted and eventually sent to death camps in Poland. Ordinary people watched as their Jewish neighbours were removed. However, there are some shining examples of individuals who risked their lives and the lives of their families to save Jews. This response to injustice required courage, kindness and compassion.

Young German students of the White Rose Movement spoke out against Nazi policies and the treatment of Jews through the publication and distribution of pamphlets. In Denmark, the efforts of the vast majority of Danes saved 95% of the Danish Jewish population. At risk of their own lives and that of others, communities such as the people of Le Chambon-sur-Lignon in France, as well as individuals such as Oskar Schindler, pastor Dietrich Bonhoeffer, Swedish embassy official Raoul Wallenberg, and Japanese diplomat Chiune Sugihara displayed compassion and great bravery by helping Jews.

Many of the victims themselves resisted the Nazi regime's brutality. The Nazis attempted to dehumanise their victims by stripping them of their right to education, cultural activities, freedom of expression and movement. Thus, the act of creating a poem or a painting, keeping a diary, maintaining traditions, or recording what was happening to people in the ghetto or camps, became an act of resistance and defiance. There are also many cases of Jews who undertook courageous acts of physical resistance against the Nazis.

### RESOURCES:

#### **Some books that will tell you more about resistance during the Holocaust** (available at the Gitlin Library, info below):

Blatter, J and Milton, S. 1981. *Art of the Holocaust*. Pan Books, London  
Block, G & Drucker, M. 1992. *Rescuers: Portraits of Moral Courage in the Holocaust*. Holmes & Meier Publishers, New York  
Lyman, D. 1999. *Holocaust Rescuers: 10 Stories of Courage*. Enslow Publishers Inc, Berkley Heights  
Rees, L. 2005. *Auschwitz: The Nazis and 'The Final Solution'*. BBC Books, London.  
*The Holocaust: Lessons for Humanity Learner's Interactive Resource Book*. Cape Town Holocaust Centre, Cape Town, 2004  
*The Holocaust: Lessons for Humanity Teacher's Resource Manual and Guide for Introductory DVD*. Cape Town Holocaust Centre, Cape Town, 2004

#### **Libraries to consult:**

The Gitlin Library: 88 Hatfield St, Gardens, 021 462 5088  
Edulis (Education Library & Information Service): 021 957 9600  
Your local public and school libraries

#### **Useful websites:**

SA Holocaust & Genocide Foundation: [www.holocaust.org.za](http://www.holocaust.org.za)  
United States Holocaust Memorial Museum: [www.ushmm.org](http://www.ushmm.org)  
Yad Vashem: [www.yadvashem.org](http://www.yadvashem.org)  
Facing History and Ourselves: [www.facinghistory.org](http://www.facinghistory.org)  
A Teacher's Guide to the Holocaust: [www.holocaust.com.au](http://www.holocaust.com.au)  
The Public Broadcasting Service, USA: [www.pbs.org/daringtoresist](http://www.pbs.org/daringtoresist)  
Learning About the Holocaust through Art: [art.holocaust-education.net](http://art.holocaust-education.net)

#### **A selection of films with themes of resistance during the Holocaust:**

*As Seen Through These Eyes* (2008)  
*Sophie Scholl - The Final Days* (2005)  
*The Pianist* (2002)  *Swing Kids* (1993)  
*Defiance* (2008)  *Schindler's List* (1993)  
*Sugihara: Conspiracy of Kindness* (2005)  
*Blessed is the Match* (2008)  
*Samuel Bak: The Art of Speaking About the Unspeakable* (2001):  
[vimeo.com/10801402](http://vimeo.com/10801402)



# WRITING SECTION

Choose ONE category from the list below.

## **CATEGORY A: Research Essay**

Write a research essay about individuals, groups or movements who, through art and/ or writing, resisted the Nazi regime during the Holocaust (1933 – 1945). Give your evaluation of their contribution.

A bibliography must be included in this essay, and all sources must be referenced.

or

## **CATEGORY B: Personal Response - Essay**

Write an essay in which you discuss this statement: *One of the lessons we can learn from the history of the Holocaust is the importance of protecting the right of freedom of expression, in order to resist injustice.*

or

## **CATEGORY C: Personal Response - Poem / Story / Song**

Inspired by your studies of the Holocaust, write a poem, story or song expressing your thoughts on resisting injustice.

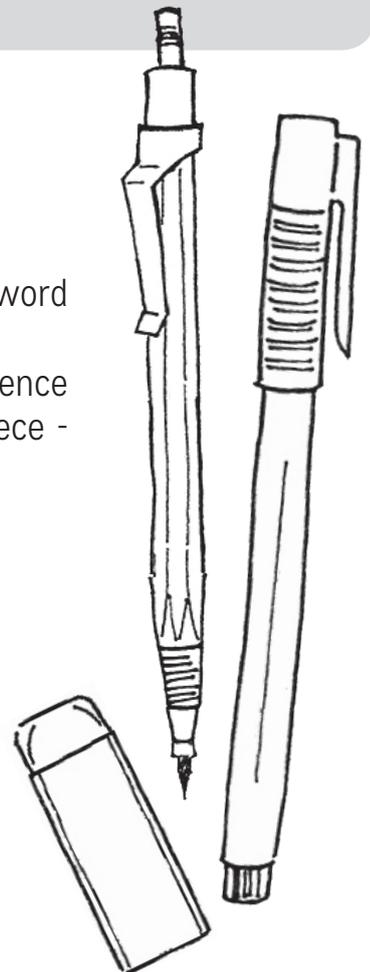
*Note: Should another poet, author or songwriter have influenced your creative choices, please give credit to them in your submission.*

## **GUIDELINES FOR WRITTEN SUBMISSIONS:**

- A completed entry form must be attached to your work (See page 5)
- All submissions must be the original work of the learner.
- Submissions must be in English.
- Essays must be between 500 and 1000 words. Please include the word count at the end of the paper.
- Submissions will be judged anonymously. Hence no identifying reference (i.e. the entrant's name, school or teacher) should appear on the piece - only on the entry form attached.

## **ASSESSMENT CRITERIA:**

- Original thinking and authenticity
- Attention to structure and form, and general linguistic accuracy
- Adherence to the topic
- The essay should be carefully proofread, and should adhere to the guidelines for written submissions.





## 2D or 3D artwork

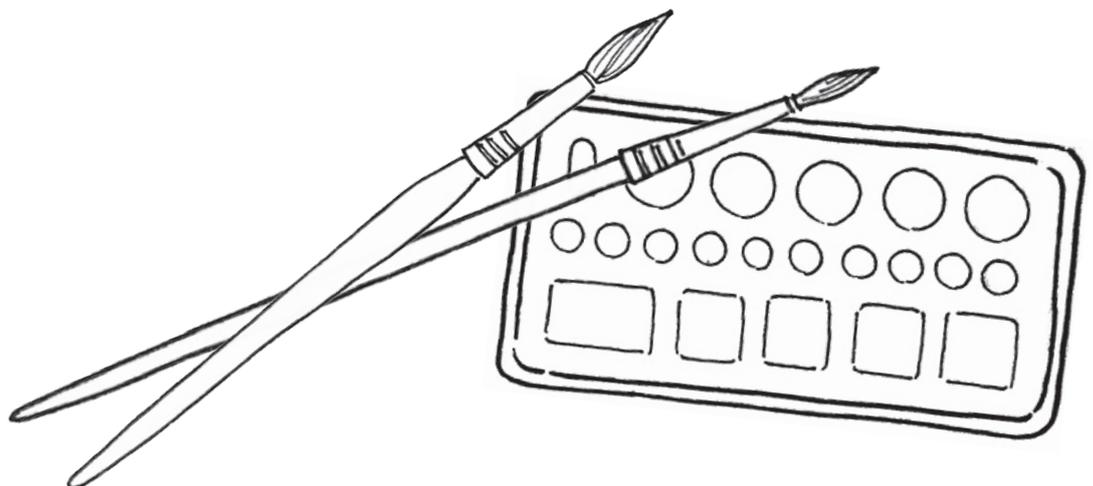
Inspired by your studies of the Holocaust, create a two or three-dimensional piece of art in response to the theme *Freedom of Expression: The role of art in resisting injustice*. Your submission must be accompanied by a process journal, outlining your idea and how you implemented it.

## GUIDELINES FOR ART SUBMISSIONS:

- A completed entry form must be attached to your work (See page 5)
- All submissions must be the original work of the learner.
- You may use any medium or a combination of media. These could include: crayons, pencil, markers, pastels, charcoal, ink, watercolours, acrylics, oil paint, found objects or recycled material, collage, clay, fabric, digital design, installation etc.
- You must use fixatives so that works will not smudge or be altered by handling.
- Copying other artist's works is not allowed. If you have been inspired by another artist's work, you must cite them in your process journal.
- Submissions will be judged anonymously. Hence no identifying reference (i.e. the entrant's name, school or teacher) should appear on the piece - only on the entry form attached.
- There are no size restrictions for art submissions. Should your artwork be too large to transport to the Cape Town Holocaust Centre, arrangements can be made to view the artwork at your school.

## ASSESSMENT CRITERIA:

- Originality of concept: a personal and original viewpoint that emerges from you
- Informed, thoughtful, creative response in adherence to the topic
- Realisation of concept in chosen media
- A level of visual literacy and inventiveness with reference specifically to visual presentation



# ENTRY FORM



Closing date for submissions: **Thursday 30 July 2015, at 17:00**

1. A **completed entry form** (see below) must be attached to your art or writing submission. Please do not write your name on your written document or artwork itself, as all entries will be judged anonymously.
2. The **original work** must be submitted – we will not be considering faxed or emailed submissions, or nor photographs of art submissions.
3. Entries should be delivered or mailed to:  
**Cape Town Holocaust Centre, 88 Hatfield Street, Gardens, 8001**  
NOTE: Should your artwork be too large to transport, please contact us *before* the deadline to arrange a viewing at your school: 021 462 5553 or edu.admin@holocaust.org.za.
4. **Mailed entries** must be postmarked no later than 29 July 2015.
5. Art and writing pieces will be displayed in a group **exhibition** and must be **collected** once it has ended. We will be in touch to let you know when to collect your submission.
6. **Please note:** the Cape Town Holocaust Centre cannot accept liability should entries be damaged in any way.



## ENTRY FORM 2015 (Please attach to entry)



Full name of learner (entrant): \_\_\_\_\_ Grade: \_\_\_\_\_

Submission (please tick): **Writing** \_\_\_\_\_ Category (please tick): A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ or **Art** \_\_\_\_\_

Name of school: \_\_\_\_\_

Name of principal: \_\_\_\_\_

Address of school: \_\_\_\_\_  
\_\_\_\_\_

School telephone: \_\_\_\_\_ School email: \_\_\_\_\_

Contact teacher: \_\_\_\_\_ Teacher email: \_\_\_\_\_

Title of entry: \_\_\_\_\_

*We certify that this is the original work of the entrant, and that the above information is accurate:*

\_\_\_\_\_  
Signature of principal

\_\_\_\_\_  
Signature of contact teacher

\_\_\_\_\_  
Signature of entrant



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