

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

FOR HIGH SCHOOLS IN THE WESTERN CAPE

The Cape Town Holocaust Centre is delighted to invite high schools in the Western Cape to contribute to the White Rose Art & Writing Project 2017. The theme for this year's project is **Recognising and 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 around them.
- To learn about resistance to Nazi oppression during the **Holocaust**, and to consider what relevance this history has for a South African in 2017.

Exceptional entries will be recognized with certificates and prizes!

Closing date:
Thursday 27 July 2017

This entry pack contains the following information:


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Writing section and guidelines	pg 3
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We look forward
to receiving your
contribution!




Who can participate?

- Grade 9 - 12 learners in the Western Cape.
- Maximum 10 writing entries & 10 art entries per school.



The White Rose Project takes its name from a group of German university students who resisted Nazi oppression. Their primary tool was the use of words: between 1942 and 1943, the **White Rose Movement** wrote and distributed a series of six leaflets across Germany, calling for passive resistance against the Nazi regime.



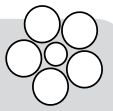
On 18 February 1943, the group leaders Sophie and Hans Scholl were caught distributing the pamphlets at Munich University. They were found guilty of treason by the People's Court of Germany and, along with another member Christoph Probst, were executed by guillotine on 22 February. Other members and friends of the White Rose Movement were sentenced to prison, and some to death.

The members of the White Rose chose to speak out against tyranny, despite knowing the lethal consequences should they be caught.

"We will not be silent. We are your bad conscience. The White Rose will not leave you in peace!" - leaflet 4, the White Rose Movement



Hans Scholl and his sister Sophie, with Christoph Probst, 1942



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 covering themes of resistance during the Holocaust (available at the Jacob 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 & Teacher's Interactive Resource Books and DVD). Cape Town Holocaust Centre, Cape Town, 2004

Libraries to consult:

- The Jacob Gitlin Library: 88 Hatfield St, Gardens, 021 462 5088
- EDULIS (Education Library & Information Service): 021 957 9600
- Local public and school libraries

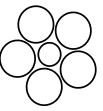
Useful websites:

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

Useful topics: Cultural & spiritual resistance during the Holocaust, Theresienstadt (Bundibar, Vedem, Children's art), protest art in South Africa

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

- Sophie Scholl - The Final Days (2005)
- The Pianist (2002)
- Defiance (2008)
- Sugihara: Conspiracy of Kindness (2005)
- As Seen Through These Eyes (2008)
- Blessed is the Match (2008)
- Swing Kids (1993)
- Schindler's List (1993)



WRITING SECTION

Learners may choose ONE category from the list below.

CATEGORY A: Research Essay

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

Note: A bibliography MUST be included in this essay, and all sources must be cited.

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 during the Holocaust, or in the world around you.

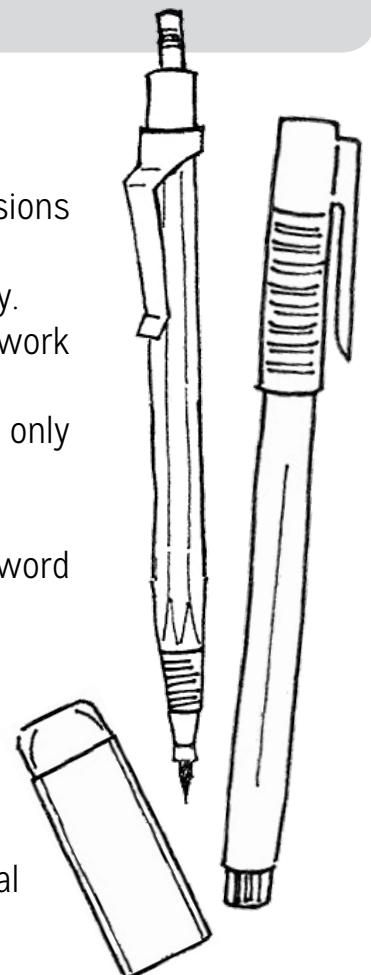
Note: Should another poet, author or songwriter have influenced your creative choices, please give CREDIT to them in your submission.

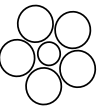
GUIDELINES FOR WRITTEN SUBMISSIONS:

- All submissions must be the **original work** of the learners. Submissions that show evidence of plagiarism will not be considered.
- **Please complete the entry form (page 5)** and attach it to each entry.
- Learners must NOT write their names or contact details on the work itself, as all entries will be judged anonymously.
- Due to space constraints, the Cape Town Holocaust Centre can only accept a **maximum of 10 writing entries** per participating school.
- Submissions must be in English.
- Essays must be between 500 and 1000 words. Please include the word count at the end of the paper.

ASSESSMENT CRITERIA:

- Adherence to the topic: ***Recognising and Resisting Injustice***
- Original thinking and authenticity
- Attention to structure and form, and general linguistic accuracy
- Submissions should be carefully proofread for grammatical and factual errors, and **all sources must be cited.**





2D or 3D artwork

Inspired by your studies of the Holocaust, create a piece of art expressing your thoughts on resisting injustice during the Holocaust, or in the world around you.

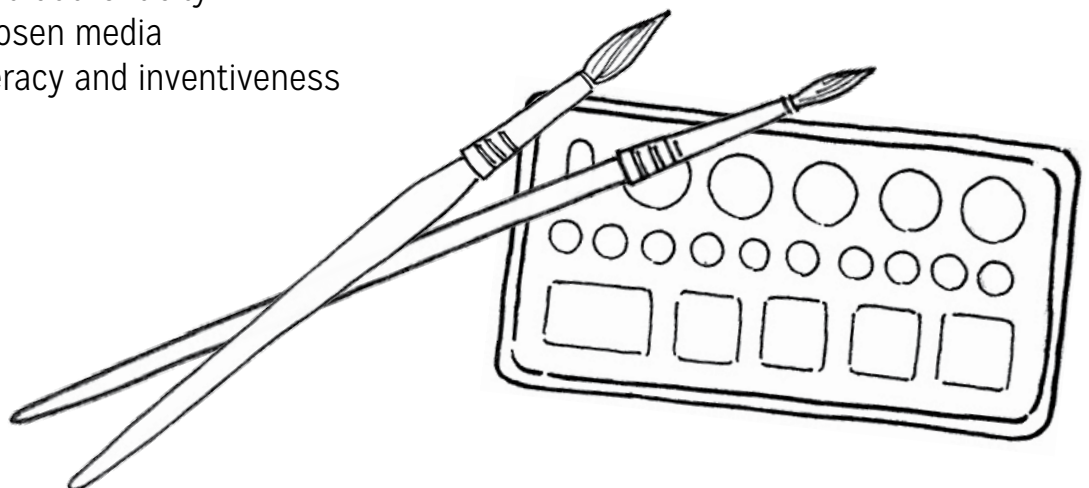
Note: Your submission must be accompanied by a **PROCESS JOURNAL**, outlining your idea and how you implemented it. Should another artist have influenced your creative choices, please give **CREDIT** to them in your submission.

GUIDELINES FOR ART SUBMISSIONS:

- All submissions must be the **original work** of the learners. Copying the work of other artists is not allowed and submissions that show evidence of plagiarism will not be considered.
- **Please use the entry form (page 5)** and attach it to each artwork.
- Learners must **NOT** write their names or contact details on the artwork itself, as all entries will be judged anonymously.
- Due to space constraints, the Cape Town Holocaust Centre can only accept a **maximum of 10 art entries** per participating school.
- Learners may use any medium or a combination of media. These could include: ink, crayons, pencil, markers, pastels, charcoal, watercolours, acrylics, oil paint, paper, found objects or recycled material, collage, clay, fabric, digital design etc.
- Participants are advised to *avoid sensationalism or graphic representations* of victims of the Holocaust in their artwork.
- **Please use FIXATIVES** so that works will not smudge or be altered by handling.
- The Cape Town Holocaust Centre cannot accept liability should entries be damaged in any way.

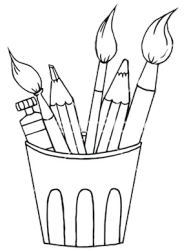
ASSESSMENT CRITERIA:

- Adherence to the topic: *Recognising and Resisting Injustice*
- Original thinking and authenticity
- Effective use of chosen media
- A level of visual literacy and inventiveness



ENTRY GUIDELINES

Closing date: **Thursday 27 July, at 17:00**



1. A **completed entry form** (see below) must be attached to **each** art or writing submission. Learners must not write their names on the written document or artwork itself, as all entries will be judged anonymously.
2. The **original piece** must be submitted – we will not consider faxed or emailed submissions, nor photographs of art submissions.
3. Entries should be delivered or mailed to: Cape Town Holocaust Centre, 88 Hatfield St, Gardens, 8001
4. Selected art and writing pieces will be displayed in a group **exhibition** and **MUST** be **collected** once the exhibition has ended. We will be in touch to let you know when to collect your entry.
5. **PLEASE NOTE: the Cape Town Holocaust Centre cannot accept liability should entries be damaged in any way.**

Due to space constraints, the Cape Town Holocaust Centre can only accept **10 writing entries and 10 art entries** from each participating school. Teachers are encouraged to hold their own internal selection process, which could take the form of an art & writing competition and exhibition within the school.



ENTRY FORM 2017 (Please attach to each 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