

THE CAPE TOWN HOLOCAUST & GENOCIDE CENTRE

# White Rose CREATIVE PROJECT

Patron: Kathy Ackerman-Robins

The Cape Town Holocaust and Genocide Centre is delighted to invite high schools in the Western Cape to contribute to the

**White Rose Creative Project 2019.**

THE THEME FOR THIS YEAR'S PROJECT IS

## REFLECTIONS ON MY VISIT TO THE CTHGC

WHO CAN PARTICIPATE?

- Grade 9 – 12 learners in the Western Cape.

CLOSING DATE FOR ENTRIES:

**14 JUNE 2019**

Exceptional entries will be recognised with certificates and prizes at a prize giving event which will be open to the public. Selected works will be displayed, videos and social media submissions screened and poems/songs performed by the learners.

AWARDS CEREMONY: **25 JULY 2019**

**WE LOOK FORWARD TO RECEIVING YOUR CONTRIBUTION!**

021 462 5553 • [natasha@holocaust.org.za](mailto:natasha@holocaust.org.za) • [www.ctholocaust.co.za](http://www.ctholocaust.co.za) • [www.facebook.com/CTHGCpage](http://www.facebook.com/CTHGCpage)



---

## THIS ENTRY PACK CONTAINS THE FOLLOWING INFORMATION:

---

Introduction ..... pg 2  
Categories ..... pg 3  
Assessment criteria and guidelines..... pg 4  
Resources .....pg 6  
Entry form..... pg 7

---

## 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 South Africans in 2019.



**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



*Some members of the White Rose movement, Hans Scholl (centre) Sophie Scholl and Alexander Schmorell (far right) (23rd July, 1942)*

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.



# CATEGORIES

LEARNERS MAY CHOOSE ONE CATEGORY FROM THE LIST BELOW.

## CATEGORY A: PERSONAL RESPONSE - POEM / STORY / SONG

Inspired by your visit to CTHGC, write a poem, story or song expressing what your visit prompted you to think about or reflect upon.

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

Submissions must be in English.

## CATEGORY B: 2D OR 3D ARTWORK

Inspired by your studies of the Holocaust, create a piece of art expressing what your visit to CTHGC prompted you to think about or reflect upon.

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.

Learners may use any medium or a combination of media including ink, crayons, pencil, markers, pastels, charcoal, watercolours, acrylics, oil paint, paper, recycled material, collage, digital design etc. Please use FIXATIVES so that works will not smudge or be altered by handling. Participants are advised to avoid sensationalism or graphic representations of victims of the Holocaust in their artwork.

## CATEGORY C: PERSONAL RESPONSE – VIDEO

Taking inspiration from your visit to CTHGC and the story of the White Rose, create a short video expressing what your visit prompted you to think about or reflect upon. Videos should be no longer than five (5) minutes.

## CATEGORY D: PERSONAL RESPONSE – ONLINE ACTIVISM

(Create a draft for a webpage or a blog or a campaign)

Taking inspiration from your visit to the CTHGC and the story of the White Rose, create a draft for a webpage, blog, or campaign on what your visit to CTHGC prompted you to think about or reflect upon.

Note: Your media submission should be in draft form and offline.



# REGULATIONS AND GUIDELINES

## ASSESSMENT CRITERIA

- **A short paragraph outlining what the visit prompted you to think about or reflect upon and how it relates to your work.**
- Original thinking and authenticity.
- Originality of concept.
- Attention to structure and form.
- Effective use of chosen media.
- A level of visual literacy and inventiveness .
- Originality in use of technology (Categories C & D).
- Technical proficiency (Categories C & D).

## FORMAT FOR SUBMISSION

- The original piece must be submitted. Copying the work of others is not allowed and submissions that show evidence of plagiarism will not be considered. Videos, songs, social media drafts to be submitted on a flashdrive.

## SUBMISSION

- A completed entry form (see below) must be attached to each submission.
- Learners must not write their names on the submission itself, as all entries will be judged anonymously.
- Entries should be delivered or mailed to: Cape Town Holocaust and Genocide Centre, 88 Hatfield St, Gardens, 8001 .
- Teachers are encouraged to hold their own internal selection process, which could take the form of a creative competition and exhibition within the school.

## LENGTH

- **CATEGORY A:** Personal Response : Story 500-1000 words. Word count to be written at the end of the story.
- Poem and song entries to be an appropriate length.
- **CATEGORY C:** Personal Response: Video no longer than 5 minutes.

## DISPLAY AND COLLECTION

Selected pieces and media 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.

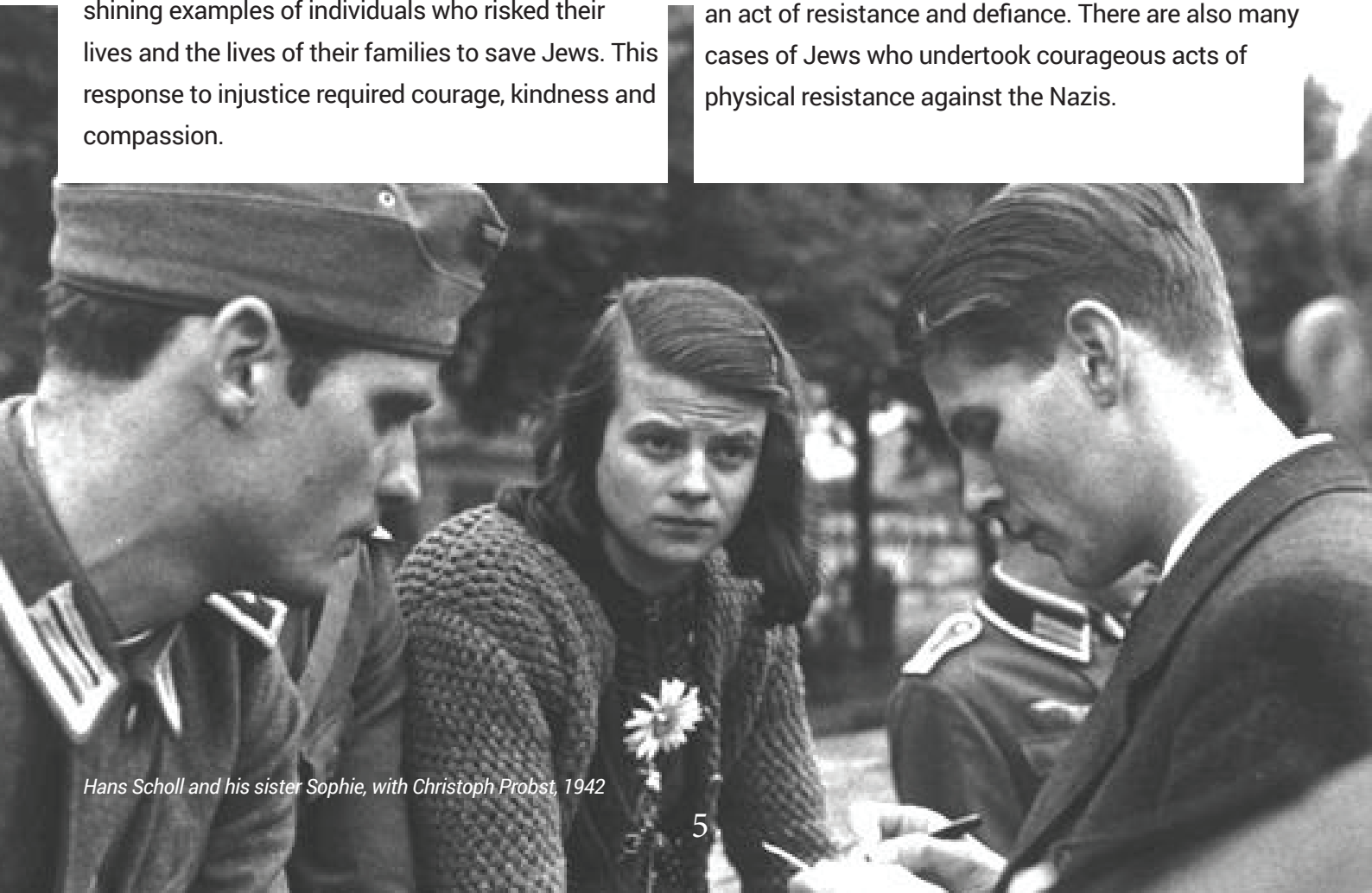
# RESISTING INJUSTICE DURING THE HOLOCAUST

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, Eastern Europeans 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, Swedish embassy official Raoul Wallenberg, and Japanese diplomat Chiune Sugihara displayed compassion and great bravery by helping Jews.

Many of the victims 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.



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



# RESOURCES:

## Recommended Readings

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 and Genocide 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 9618

Local public and school libraries

[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)

Jewish Partisan Educational Foundation

[www.jewishpartisans.org](http://www.jewishpartisans.org)

## Useful websites:

Yad Vashem:

[www.yadvashem.org](http://www.yadvashem.org)

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)

Facing History and Ourselves:

[www.facinghistory.org](http://www.facinghistory.org)

A Teacher's Guide to the Holocaust:

## Recommended films

Sophie Scholl - The Final Days (2005)

The Pianist (2002)

Swing Kids (1993)

Defiance (2008)

Schindler's List (1993)

Sugihara: Conspiracy of Kindness (2005)

As Seen Through These Eyes (2008)

Blessed is the Match (2008)

Closing date: Friday 14 June 2019, at 12:00 pm

## ENTRY GUIDELINES

1. A completed entry form (see below) must be attached to each submission. Learners must not write their names on the submission itself, as all entries will be judged anonymously.
2. The original piece must be submitted.
3. Entries should be delivered or mailed to: Cape Town Holocaust and Genocide Centre, 88 Hatfield St, Gardens, 8001
4. Selected submissions 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 and Genocide Centre cannot accept liability should entries be damaged in any way.

### ENTRY FORM 2019 (Please attach to each entry)



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

Submission Category (please tick): A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_  
(POEM/STORY/SONG) (ARTWORK) (VIDEO) (ONLINE ACTIVISM)

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

