



ESSAY COMPETITION & SCHOLARSHIP PROGRAM TEACHER'S GUIDE

ABOUT THE MALTZ MUSEUM OF JEWISH HERITAGE

The Maltz Museum celebrates culture and identity to encourage connection and promote a greater appreciation of Jewish heritage and the diversity of the human experience. Personal stories of struggle, courage and creativity are brought to life through interactive exhibitions and thought-provoking programs.

ABOUT THE ESSAY CONTEST

Stop the Hate® Youth Speak Out is a yearly essay contest designed to create an appreciation and understanding among people of differing religions, races, cultures and socioeconomic backgrounds. By intolerance and the role of personal responsibility in effecting change, the contest also reflects Jewish values of responsible citizenship and respect for all humanity.

Each year, the Maltz Museum of Jewish Heritage gives out 100,000 in scholarships, awards and anti-bias education in recognition of 6-12th grade upstanders in Ashtabula, Cuyahoga, Geauga, Lake, Lorain, Mahoning, Medina, Portage, Stark, Summit, Trumbull and Wayne counties.

This year, we honor the memory and legacy of Eli Wiesel, Holocaust survivor, peace and human rights activist, and an amazing example of an upstander. This year's essay question is inspired by this quote:

"No human race is superior; no religious faith is inferior. All collective judgments are wrong. Only racists make them."

— writer, professor, political activist, Nobel Laureate and Holocaust survivor, Elie Wiesel (1928 – 2016)

In 500 words or less, share and incident when you or someone you know was treated unfairly or you treated someone unfairly based on race, socioeconomic status, gender, religion, etc. Why was this judgment wrong? How did the experience affect you? What have you done and what will you do to help end intolerance and create a more inclusive community?

ELIGIBILITY

- The contest is open to all Northeast Ohio grade 6-12 students in Ashtabula, Cuyahoga, Geauga, Lake, Lorain, Mahoning, Medina, Portage, Stark, Summit, Trumbull and Wayne counties.
- Students can attend a public, private, religious or charter school. They can also be home-schooled or enrolled in an online classroom.
- Students who have entered previously (with the exception of past scholarship winners) can participate again, but must submit entirely new essays.
- Immediate family members of the Maltz Museum of Jewish Heritage staff and its Board of Trustees, The Malrite Company or the Maltz Family Foundation are ineligible to enter.

STUDENT ESSAYIST PRIZES

Grades 11-12

- Grand Prize: \$40,000 scholarship (up to \$10,000 per year renewable up to 4 years)
- First Runner-Up: \$15,000 scholarship (up to \$3,750 per year renewable up to 4 years)
- Second Runner-Up: \$10,000 scholarship (up to \$2,500 per year renewable up to 4 years)
- Third Runner-Up: \$5,000 scholarship (up to \$2,500 per year renewable up to 2 years)
- 6 Honorable Mentions: \$500 cash prize

Scholarship winners may enroll as full-time students at any accredited four-year college/university within or outside of Ohio.

Grades 6-10

- 6th Grade: \$400 First Prize
- 7th Grade: \$400 First Prize
- 8th Grade: \$400 First Prize
- 9th Grade: \$400 First Prize
- 10th Grade: \$400 First Prize

All student winners also receive:

- A one-year Maltz Museum Family Membership
- A free Maltz Museum fieldtrip for their class

ANTI-BIAS EDUCATION SCHOOL AWARDS

Six (6) schools will be eligible to win up to \$5,000 for their schools, to be used specifically toward anti-bias education

- The one (1) school of the *Youth Speak Out* Grand Prize Winner
- The one (1) school with the highest percentage of *Youth Speak Out* student entries
- The two (2) high schools of the first and second place *Youth Sing Out* performances
- The two (2) middle schools of the first and second place *Youth Sing Out* performances

Winners will be announced at an Awards Ceremony on Tuesday, April 25, 2017 at 6pm at the Milton and Tamar Maltz Performing Arts Center at The Temple Tifereth Israel in University Circle.

IMPORTANT DATES

- **ENTRIES ACCEPTED BEGINNING:** Sept. 12, 2016
- **ESSAYS DUE GRADES 6 – 10:** Fri., Jan. 6, 2017, 11:59pm
- **ESSAYS DUE GRADES 11 - 12:** Fri., Jan. 20, 2017, 11:59pm
- **AWARDS CEREMONY:** Tues., April 25, 2017, 6pm

HOW DO STUDENTS BENEFIT FROM WRITING AN ESSAY?

The *Stop the Hate® Youth Speak Out* contest gives students in grades 6-12 an opportunity consider their role in effecting change and offers a platform to share their ideas for creating a more inclusive world. In 500 words, students are asked to describe a personal story, reflect upon their response and commit to a plan of action to effect change in themselves, their school and/or community.

The contest strengthens student problem-solving skills and offers valuable practice in preparing for the written portion of SAT/ACT exams and college application essays. Winners receive recognition and cash prizes that can help offset a college education.

DOES THE ESSAY FIT INTO MY CURRICULUM?

Including the contest in your existing classroom activities is one way of promoting discussion among middle and high school students about the idea of social responsibility– encouraging young people to have empathy, make good choices and giving them skills to respond when confronted with hatred.

The topic may come up in relation to assigned readings on civil rights, the Holocaust, or contemporary genocide; it may be prompted by hot topics in the news, such as gender identity, gay rights, immigration, police brutality, cyber bullying or hate speech.

Writing an essay addresses recommendations for fulfillment of Ohio law on school bullying and harassment and connects to national content standards in Social Studies and English/Language Arts.

WHAT IS THE TEACHER'S ROLE?

We recognize that each school and classroom is unique. Some teachers choose to include the essay as a required assignment, others offer extra credit, and some distribute information but don't take an active role in encouraging students to submit essays. **The majority of scholarship winners have submitted essays because a teacher or guidance counselor suggested they do so.**

It is your choice, but we do know that when teachers integrate writing a *Stop the Hate*® essay into classroom activities, it opens new opportunities to incorporate lessons from history, address important societal issues and explore persuasive writing. Teachers report that this essay, because it often involves a personal story, can give confidence to students who may feel intimidated by other writing assignments.

We suggest teachers:

- Tell students about the contest
- Talk about the prizes
- Inform students of the entry deadline
- Make use of famous quotations, stories of young people who have made a difference, writings about the consequences of hatred, etc. and encourage students to consider what they have to write about
- Assign the essay or offer extra credit
- If possible, allow time for students to write in class
- Assist students with mechanics of preparing an essay that meets the contest criteria
- Assist students with online entry

HOW CAN THE MALTZ MUSEUM HELP PREPARE MY STUDENTS TO WRITE THEIR ESSAY?

Visit the Museum with your students!

Our *Stop the Hate*® guided tour helps students see what individuals can do to stand up against intolerance and discrimination to make the world a better place. Students get a big picture view with local connections, hearing how a young African-American Clevelander shattered Olympic records and Hitler's racial bias, how a Shaker Heights teen became a victim of international terrorism and how a Cleveland rabbi fought for justice and civil rights.

We'll come to you!

Maltz Museum staff is available to make presentations about the contest to district administrators, principals and teachers. Museum volunteers can be scheduled to speak to students, review the contest rules, offer tips for deciding on topics and encourage participation. **Please call 216.593.0575 to schedule your tour or school presentation.**

Teaching tips:

- Encourage all students to submit an essay—stressing that exceptional essays come from students of all abilities and winners don't have to be straight-A students or outstanding writers if they are thoughtful, insightful and passionate;
- Let students know you are available to help with their essays in the same way you would help a student improve any other written assignment, but that essays are required to be the original work of the student;
- Use a warm-up activity to generate ideas or topics before students begin writing—included in this guide is a list of famous quotations that can be used to spark discussion;
- Encourage students to use personal experiences (either positive or negative) to generate ideas for their essays and remind them that their essay must a TRUE account, and not a fictitious story;
- Suggest that students read the past prize-winning essays found on maltzmuseum.org/stop-the-hate
- Remember, many students write about sensitive and personal experiences—not all students will feel comfortable sharing their essay with others;
- Have students write their essays in class whenever possible—teachers have commented that students are much more likely to complete their essays when help is immediately available; and
- Assist students in using the entry portal on our website maltzmuseum.org/stop-the-hate; please see current contest rules for specific entry deadlines.

An above-average essay:

- Describes a specific act of discrimination that is both personal and universal
- Tells a true story that is affecting and dramatic
- Understands and reflects upon the theme of personal responsibility
- Identifies changes/action plan that can be implemented

CONNECTIONS TO CURRICULUM

The National Council for Social Studies (NCSS)

Standard II: Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Standard IV: Social studies programs should include experiences that provide for the study of individual development and identity.

Standard IV: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance.

Standard X: Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic.

The National Council of Teachers of English (NCTE)

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

OHIO LAW ON SCHOOL BULLYING AND HARRASSMENT

ORC 3313.666 (2007) requires the board of education of local school districts to establish a policy prohibiting harassment, intimidation or bullying. "Harassment, intimidation or bullying" is defined as any intentional written, verbal, or physical act toward another student more than once that causes mental or physical harm and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the harassed student. The policy must include a statement prohibiting harassment, intimidation or bullying of any student on school property or at school-sponsored events; a definition of harassment, intimidation, or bullying, a procedure for reporting prohibiting incidents; requirement that school personnel report prohibited incidents to school administrators; requirement for parental notification; documentation procedures; procedures for responding to and investigating incidents; strategies for protecting targeted students from additional incidents; disciplinary procedures; reporting requirements for district administration.

ORC 3313.667 (2006) encourages schools districts to form bullying prevention task forces, programs and other initiatives. It also encourages districts to educate students and to provide training, workshops or courses on the district's harassment, intimidation, or bullying policy.

Upstander: A person who stands up and speaks out or and takes action in defense of an individual or individuals, to advance a greater good, or to prevent or right an injustice in society.

ABOUT THE MAN WHO INSPIRED THIS YEAR'S QUESTION

A True Example of an Upstander- An Inspiration to Many

ELIE WIESEL was born in 1928 in Sighet, Transylvania, which is now part of Romania. He was 15 when he and his family were deported by the Nazis to Auschwitz. His mother and younger sister perished, his two older sisters survived. Elie and his father were later transported to Buchenwald, where his father died shortly before the camp was liberated in April 1945. After the war, Elie Wiesel studied in Paris and later became a journalist. During an interview with the distinguished French writer, Francois Mauriac, he was persuaded to write about his experiences in the death camps. The result was his internationally acclaimed memoir, *Night (La Nuit)*, which has since been translated into more than 30 languages.

Wiesel received more than 100 honorary degrees from institutions of higher learning. A devoted supporter of Israel, Elie Wiesel also defended the cause of Soviet Jews, Nicaragua's Miskito Indians, Argentina's Desaparecidos, Cambodian refugees, the Kurds, victims of famine and genocide in Africa, of apartheid in South Africa, and victims of war in the former Yugoslavia.

For his literary and human rights activities, Wiesel received numerous awards including the Presidential Medal of Freedom, the U.S. Congressional Gold Medal, the National Humanities Medal, the Medal of Liberty, and the rank of Grand-Croix in the French Legion of Honor. In 1986, Elie Wiesel won the Nobel Prize for Peace, and soon after, Marion and Elie Wiesel established The Elie Wiesel Foundation for Humanity to fight indifference, intolerance and injustice.

Elie Wiesel died on July 2, 2016 in Manhattan. Information taken from The Elie Wiesel Foundation website. For a complete biography please visit eliewiesel.org.

In His Own Words (Quotes from Elie Wiesel):

"Take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

"The opposite of love is not hate, it's indifference."

"There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest."

"Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe."

"Once you bring life into the world, you must protect it. We must protect it by changing the world."

"In any society, fanatics who hate don't hate only me—they hate you, too. They hate everybody."

"Words can sometimes, in moments of grace, attain the quality of deeds."

You can discuss these few famous "words of wisdom" and calls to action:

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color." Maya Angelou

"Diversity: the art of thinking independently together." Malcolm Forbes

"Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit." Mahatma Gandhi

"In the practice of tolerance, one's enemy is the best teacher." Dalai Lama

"The highest result of education is tolerance," Helen Keller

"How do we create a harmonious society out of so many kinds of people? The key is tolerance, the one value that is indispensable in creating community." Barbara Jordan

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because some day in life you will have been all of these." George Washington Carver

"There are risks and costs to action. But they are far less than the long range risks of comfortable inaction." John F. Kennedy

"All that is necessary for the triumph of evil is that good men do nothing." Edmund Burke

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." Winston Churchill

"To know what is right and not to do it is the worst cowardice." Confucius

"In the end, we will not remember the words of our enemies, but the silence of our friends." Dr. Martin Luther King, Jr.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek." Barack Obama

"You have enemies? Good! It means you stood up for something at least once in your life." Eleanor Roosevelt

"The cruelest lies are often told in silence." Robert Lewis Stevenson

Or, talk about these insights from past *Stop the Hate® Youth Speak Out* participants:

"Becoming informed and developing your own opinion is the only way to move beyond stereotypes," Ella Attell, Hawken School

"Education, love and acceptance are the first steps to breaking down barriers," Nupur Goel, Gilmour Academy

"Hatefulness is a weakness," Athena Grasso, Beachwood Middle School

"We simply cannot afford the merciless ransom that indifference demands." Apoorva Vallampati, Aurora High School

"I hope to be an upstander for a person who feels isolated and alone because I know what that feels like." Robert Ballard, Newton D. Baker School of Arts

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“One brave comment, no matter how softly it is spoken, can make a change.” Kenton Carrell, St. Barnabas Catholic School

“Silence is for the cowardly.” Elizabeth Lentz, Magnificat High School

“If you let an offender think what they’re doing is okay there’s nothing to stop them from making you their next victim.” Angel Goodluck, Roxboro Middle School

“Stopping hate also means stopping to think how other people feel...” Thomas Schill, Rocky River Middle School

“Just because I was different didn’t mean I couldn’t make a change.” Carly Conrad, Copley Middle School

RESOURCES FOR TEACHING ABOUT DIVERSITY & TOLERANCE

www.adl.org/education-outreach

The Anti-Defamation League’s programs, resources and lesson plans

www.diversitycenterneo.org

Cleveland’s Diversity Center offers programs for educators and youth

www.facinghistory.org

Lesson plans and other resources for addressing complex issues in the classroom

www.niot.org

The “Not in Our Town” website has many resources for working together for safe, inclusive communities

www.teachingtolerance.org

Resources and lesson plans from the Southern Poverty Law Center

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EDUCATOR REQUEST FOR ADDITIONAL INFORMATION

Teacher Name _____

School _____

Mailing Address _____

City _____ Zip _____

Phone _____ Email _____

Best way to contact me ☐ Phone ☐ Email Best time to reach me _____

Grade Taught _____ Subject Taught _____

Number of students expected to participate _____

Did your school participate last year? _____

How did you hear about the contest?

☐ Advertisement ☐ Classroom mailer ☐ Email ☐ Past participant

☐ Museum Tour ☐ Maltz Museum website ☐ Other _____

I want to my students to be involved! Contact me about:

☐ A guest speaker for a school assembly

☐ A guest speaker for my classroom

☐ A *Stop the Hate*® Museum tour

Call us:
216.593.0575

Email us:
stopthehate@mmjh.org

Return by mail to:

Stop the Hate

Maltz Museum of Jewish Heritage

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Beachwood, Ohio 44122