

Essay Awards:

Award	Division 1 Grades 7-9	Division 2 Grades 10-12
1st Place	\$500	\$500
2nd Place	\$250	\$250
3rd Place	\$100	\$100

SUBMIT:

1. **Application Form**
2. **Reflection Sheet**
3. **Original Essay (2 copies)**
4. **Bibliography (2 copies)**

Please MAIL your completed submission to:

Anti-Defamation League - Mountain States Region
Attn: A Tribute to Moral Courage: Standing Up Against Injustice
1120 Lincoln Street, Suite 1301
Denver, CO 80203
(Please no faxed, scanned or emailed copies)

Deadline:
Friday, March 15, 2019

Notification:
Winners will be notified in early April 2019

Presentation of Awards:
May 2, 2019 – Governor’s Holocaust Remembrance Program
Denver, Colorado

Visit: <http://denver.adl.org/initiatives>
For more detailed rules & guidelines and
to download the Application Form,
or call 720.799.9676



Mission Statement since 1913:
“...to stop the defamation of the Jewish people and
to secure justice and fair treatment to all.”



Anti-Defamation League - Mountain States Region



**A Tribute
to Moral
Courage:**
Standing Up
Against Injustice

*“Last, but by no means least, courage - moral courage,
the courage of one’s convictions, the courage to see things
through. The world is in a constant conspiracy against the
brave. It’s the age-old struggle - the roar of the crowd on one
side and the voice of your conscience on the other.”*

Douglas MacArthur

The Essay Topic: Describe a person who acted with moral courage. What can be learned from his/her actions and how do the lessons relate to you?

During the Holocaust, it is estimated that eleven million people were killed by the Nazis and their collaborators. Fortunately, there were many who survived. Many survivors were rescued by “ordinary” people who took extraordinary risks to become an ally.

Moral courage is the ability to take a strong stand on a specific issue based on one’s personal beliefs or convictions and to defend it regardless of danger or threats to personal safety. Rescuers during the Holocaust, such as Miep Gies, Carl Lutz, Vladka Mead, Oskar Schindler, Chiune Sugihara, and Raoul Wallenberg, exemplify both courage and moral courage. They displayed courage in their ability to face difficulty, danger, and/or pain without fear; they exhibited **moral courage** when they acted on their own values and beliefs to spare the lives of others at the risk of jeopardizing their own. Their actions serve as a model of personal triumph over adversity and inspire others to act accordingly.

Step 1: Contextual Research: learn more about the history of the Holocaust, and *investigate at least two of the stories of the rescuers mentioned above to inspire you to research and write your own essay on moral courage.* The following are helpful websites to visit:

- [Mapping the Holocaust](http://www.ushmm.org/museum/exhibit/focus/maps/) (Animated Map) - www.ushmm.org/museum/exhibit/focus/maps/
- [The History of the Holocaust](http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005143) - www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005143
- [The Righteous Among the Nations](http://www1.yadvashem.org/righteous_new/index.html) - Yad Vashem Museum - http://www1.yadvashem.org/righteous_new/index.html

Step 2: Complete the Reflection Sheet.

Step 3: Specific Research: Choose and research a person that demonstrates moral courage either from the Holocaust or during another time, contemporary or historic. Dr. Martin Luther King Jr., Rosa Parks, Mahatma Gandhi, Nelson Mandela, Lech Walesa, and Ida B. Wells are a few examples, but there are many more. Be sure to discuss your selection with your teacher. Here are some other topics you can research to find other examples of moral courage:

- Rescuers of the Holocaust
- U.S. Civil Rights Movement
- A literary subject dealing with moral courage
- A local community leader
- The Rwandan, Bosnian and/ or Cambodian genocides
- Current examples of genocide or human rights crises, including Darfur, Chechnya, Sudan, the Congo.

Step 4: Write a personal reflective essay that addresses the following:

- How the person demonstrated moral courage
- How his or her actions have impacted the world, and
- **Most importantly**, share a personal experience or describe how this act of moral courage influences your actions today.

Basic Rules & Guidelines:

For more detail visit: <http://denver.adl.org/initiatives>

1. Writers must be Colorado, New Mexico or Wyoming students in grades 7-12.
2. Respond to both these question in 750 min -1000 max words:
Describe a person who acted with moral courage. What can be learned from his or her actions and how do these lessons relate to you?
3. All submissions must (i) have a title, (ii) be typed, (iii) be double-spaced in Times New Roman, 12 pt font.
4. Two to five references must be cited in a **bibliography**. Only one source may be from the Internet (non-academic database; for more detailed info & guidance regarding Academic Databases, Websites and EBooks visit: <http://denver.adl.org/initiatives>).
5. Internet sites are copyrighted and must be cited. *Wikipedia* and *Google* will not be accepted as a sources
6. DO NOT plagiarize.

SUBMISSION Guidelines:

1. Complete and sign the Application Form; be sure the form is also signed by the writer’s parent or guardian.
2. Must include a completed Reflection Sheet.
3. Staple Application Form and reflection sheet with **two copies** of your Essay, **two copies** of your Bibliography.
4. DO NOT write your name anywhere on the essay. The application form includes this information.
5. DO NOT submit more than one entry.

You will be **automatically disqualified** if you violate or fail to meet any of the above Rules & Guidelines (e.g., failure to meet the bibliographical requirements).

For Teachers

Common Core —Colorado, New Mexico & Wyoming State Standards

Suggestion: have students choose a figure connected to their identity (gender, ethnicity/ nationality, age, interested profession, etc.)As a classroom assignment, this essay can meet several state standards in Reading, Writing and Social Studies, such as:

RH 11-12.7, requiring students to integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

RH 9-10.9, requiring students to compare and contrast treatments of the same topic in several primary and secondary sources.

RH 6-8.10, requiring students to be able to read and comprehend history/social studies texts, independently and proficiently.

W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investiga-