

**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 for mail-in submission)
4. Bibliography (2 copies for mail-in submission)

**For Submitting by Mail, send the required pieces to:**

ADL - Mountain States Region  
 Attn: A Tribute to Moral Courage: Standing Up Against Injustice  
 1120 Lincoln Street, Suite 1301  
 Denver, CO 80203  
 (If submitting by mail: faxed, scanned or emailed copies will not be accepted)

**Deadline:**

**Monday, March 14, 2022**

**Notification:**

**Winners will be notified in late March, 2022**

**Presentation of Awards:**

**April 28, 2022 – Governor’s Holocaust Remembrance Program  
Location TBD**

**Visit:**

<http://mountainstates.adl.org/initiatives>

**for more detailed Rules & Guidelines and the required forms for  
online submissions**

**You may also 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.”*

**ADL** Mountain States Region  
**FIGHTING HATE FOR GOOD**



**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 A Tribute to Moral Courage: Standing Up  
Against Injustice Student Essay Contest is  
supported by a Generous Donor.

**The Essay Topic: Describe a person who acted with moral courage. What can be learned from their 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:

- Introduction to the Holocaust, U.S. Holocaust Memorial Museum** - <https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust>
- Coming of Age During the Holocaust, Museum of Jewish Heritage** - <https://education.mjhnyc.org/coming-of-age-during-the-holocaust/>
- The Righteous Among the Nations, Yad Vashem Museum** - <https://www.yadvashem.org/righteous/about-the-righteous.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 - Reflective Essay:** Write a personal reflective essay that addresses:

- 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: <https://mountainstates.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://mountainstates.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:**

**SNAIL MAIL**

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 AND **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.

**ONLINE**

Visit <http://mountainstates.adl.org/initiatives> for complete instructions on how to submit required pieces online.

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 investigation.