



ESSAY COMPETITION for Middle and High School Students
\$100,000 in SCHOLARSHIPS and PRIZES
2009-2010 ENTRY GUIDELINES

INTRODUCTION

After disease, humanity's deadliest scourge has always been hate...hate has killed hundreds of millions. It knows no season and no limit. It is irrational and it is deadly. It is in us all. And it will live forever—unless we choose to stop it.

The Maltz Museum of Jewish Heritage (MMJH) challenges students in grades 6-12 to take personal responsibility to combat hatred, discrimination and intolerance by participating in the 2009-10 *Stop the Hate: Youth Speak Out!* essay contest.

About the Maltz Museum of Jewish Heritage

The Museum, located in Beachwood, Ohio strives to open lines of communication between people of all races and religious backgrounds by focusing on the commonalities, rather than differences, of all who make up the American story. It is a museum of tolerance, diversity and collaboration and has taken great care to reflect upon the results of intolerance, not just against Jews, but against the weak, powerless, segregated and different in America and throughout the world.

About the Essay Contest

Established in 2008-09, the Stop the Hate! Youth Speak Out! essay contest is a yearly initiative of the Maltz Museum of Jewish Heritage that supports the Museum's mission to build bridges of appreciation, tolerance and understanding of persons of all religions, races, cultures and ethnic backgrounds. It reflects Jewish values of responsible citizenship and respect for all humanity by challenging young people to consider the consequences of intolerance and hatred and the role of personal responsibility in affecting change. By rewarding outstanding essays with college scholarships and other prizes, the contest encourages civic responsibility as an integral part of American life.

The Stop the Hate! Youth Speak Out Essay Contest:

- promotes discussion among middle and high school students about various forms of hatred, intolerance and discrimination and how young people can take a stand for change
- strengthens students problem-solving and writing skills while emphasizing empathy for others
- provides students with valuable practice in preparing for the written portion of SAT/ACT exams and college application essays
- encourages participatory learning, special projects, reading assignments, community service projects, and cultural competency
- addresses National Content Standards

CONTEST THEME: STOP THE HATE! YOUTH SPEAK OUT!

What would you do to fight discrimination? How will you combat hatred and intolerance to become an agent of change? How will you become part of the solution?

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Essays must address three components:

1. Describe an act of discrimination—have you or someone you know been subjected to discrimination? Or have you seen or heard of acts of hatred and intolerance that disturbed you?

2. Reflect upon your response—why were you disturbed and what did you feel and/or do about what you experienced, saw or heard?

3. Commit to a plan of action—Stop the Hate! Youth Speak Out! What have you done already and/or what will you commit to doing in the future to stop hatred and intolerance and affect change in you, your school and/or community? How will you implement your plan of action?

Discrimination is defined as any act of prejudice or intolerance perpetrated upon one individual by another; a group against an individual; or one group against another group. For example, essays may respond to acts of discrimination based on race, religion, ethnicity, gender, sexual orientation, physical/mental challenges, economic status and/or less specific criteria such as bullying, name-calling, malicious gossiping, or ostracizing someone for unspecified reasons.

ELIGIBILITY:

- The contest is open to all students in grades 6-12 in Cuyahoga, Geauga, Lake, Lorain, Medina, Portage, and Summit counties
- Students may attend a public, private, religious, charter school or home-school
- One entry per student; no group projects
- Students who have entered in previous years, including past student winners, may enter again, but cannot re-submit any essay previously submitted
- Immediate family members of the Maltz Museum of Jewish Heritage, The Malrite Company and The Maltz Family Foundation staff and Board of Directors are ineligible to enter

ESSAY REQUIREMENTS:

- Entries must be accompanied by the Official Entry Form—available on-line
- Essays must address all three parts of the contest theme—describe, reflect, and commit
- Entries are limited to 500 words; every word of the essay is counted with the exception of any bibliography and/or footnotes; please **DO NOT** title your essay
- Essays must be original student work and free of plagiarism; quotations or copyrighted material used in the essay must be identified properly using MLA or similar standards
- Failure to identify non-original material or plagiarism of any kind will result in disqualification
- Entries must be typed, double-spaced, 12-point type, with one inch margins; no hand-written entries will be accepted
- Do not use script, italicized, bold-faced type, decorative fonts or include graphics or photographs
- **DO NOT** use student name, teacher name or school name anywhere on the essay
- **DO NOT** use the real name of any actual person known to you; use a pseudonym in the first usage, such as “John, not his real name”
- **Entries that are incomplete, submitted after the deadline or do not comply with contest guidelines will not be accepted**
- The Maltz Museum of Jewish Heritage is not responsible for lost, late, misdirected or delayed entries, whether caused by mail/other delivery systems or human error which may occur in the processing of entries to this contest; or any problems/technical malfunctions of any computer equipment or software by either the applicant or the Maltz Museum
- All entries become the property of the Maltz Museum, including the right to reproduce the essay or portions thereof in any promotional, reference, research, or official business materials without limitation; entries will not be returned
- The Maltz Museum reserves the right to cancel, modify or delay the Contest

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\$100,000 in SCHOLARSHIPS and PRIZES:

All 11th and 12th grade entries are eligible for **SCHOLARSHIP PRIZES** (for qualified educational expenses—tuition, books, fees, room, board) at an Ohio college or university

Grand Scholarship Prize

- **\$50,000 scholarship** (up to \$12,500 per year, renewable up to four years)

First Runner-Up

- **\$25,000 scholarship** (up to \$6,250 per year renewable up to four years)

Second Runner-Up

- **\$15,000 scholarship** (up to \$3,750 per year renewable up to four years)

7 Honorable Mentions

- **\$1,000 cash prize**

High School Division—cash prizes

- 9th grade winners: \$300 First Prize/\$200 Second Prize/\$100 Third Prize
- 10th grade winners: \$300 First Prize/\$200 Second Prize/\$100 Third Prize
- A one-year Family Membership to the Maltz Museum for each winner
- Book and video prize for each winner's school library (one gift per school)
- A free field trip to the Maltz Museum for each winner's class

Middle School Division—cash prizes

- 6th grade winners: \$300 First Prize/\$200 Second Prize/\$100 Third Prize
- 7th grade winners: \$300 First Prize/\$200 Second Prize/\$100 Third Prize
- 8th grade winners: \$300 First Prize/\$200 Second Prize/\$100 Third Prize
- A one-year Family Membership to the Maltz Museum for each winner
- Book and video prize for each winner's school library (one gift per school)
- A free field trip to the Maltz Museum for each winner's class

DIRECTIONS FOR ENTERING:

Electronic entry is preferred. If students have limited access to the Internet, entries may be hand-delivered or mailed. Entries must be received electronically, by mail or hand-delivered by **12 Noon** on the following dates. Late entries will not be accepted:

Entry Deadlines:

- **Wednesday, November 4, 2009** for students in grades 6-10
- **Wednesday, December 16, 2009** for students in grades 11-12

To enter electronically:

- Go to stopthehate.maltzmuseum.org and follow the directions to prepare your official entry form and upload your entry

To enter by mail/delivery:

- Send or deliver your essay to:
Maltz Museum of Jewish Heritage—STH
2929 Richmond Road
Beachwood, Ohio 44122

SCORING AND DETERMINING WINNERS

How Entries Are Scored:

- Entries are scored on the three required components of the essay, integration of the theme of personal responsibility, originality/creativity, student commitment to a plan of action, the potential for the plan to be implemented, and writing style/presentation

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- Each entry is assigned a number; readers and judges blind-score by number only; no names or school names are identified
- Three readers score each essay using a numerical points scale

How Grades 6-10 Winners are determined:

- Winners are determined for grades 6-10 by the highest number of points

How Scholarship Finalists are determined and Winners selected:*

- Scholarship semi-finalists are determined by the highest number of points
- Semi-finalist essays are read by a team of judges—each judge reads/scores all semi-finalist essays
- Essays are scored using a numerical points scale
- Judges' aggregate scores narrow the field to no more than ten finalists
- Finalists must be present at the Awards Ceremony where they will read their essay and be scored on the quality of their oral presentation
- The Grand Prize Winner, First and Second Runner-Up are determined by a combination of essay and oral presentation scores, with the essay score having the most weight in determining the outcome

THE AWARDS CEREMONY

- Scholarship finalists, 6-10 grade winners, and their families will be invited to a special Awards Ceremony in March 2010 where specific prizes will be announced and students honored for their achievement
- 11-12 grade scholarship finalists must be present at the Awards Ceremony to win
- Communicating your ideas to others is an important part of being an agent of change; finalists for scholarship prizes will read their essay and be scored on the quality of their oral presentation (see section "How scholarship finalists are selected/winners determined")

***SCHOLARSHIP REQUIREMENTS**

- Scholarship finalists are required to submit additional information including GPA, ACT/SAT scores and letters of recommendation
- Financial need is not a consideration
- Scholarship winners are required to enroll as full-time students in a course of study leading to a degree in an accredited Pell-eligible, Ohio four-year college or university
- Scholarship winners must complete sufficient course hours each grading period to maintain status as a full-time student as defined by the institution and will be required to submit grades and verification of enrollment on a regular basis
- Scholarship prize is not transferable—if scholarship winner forfeits the prize before beginning school (selects an out of state school, accepts another full scholarship, unable to attend college)—prize is held in trust for future winners
- If scholarship winner transfers to an out of state school, drops out or is dismissed from school, remaining funds are held in trust for future winners

DISCLAIMER:

The administration of the Contest, including, without limitation, determining the eligibility of a student or essay, selecting of a reader or judge, evaluating any submitted essay, and awarding of the prizes, is within the sole and absolute discretion of the Maltz Museum of Jewish Heritage. No student or teacher, or person or organization related thereto, has a right to appeal, contest, dispute, or otherwise challenge any aspect of the administration of the Contest, and any decision of the Maltz Museum is final in all respects.

NONDISCRIMINATION POLICY:

In administering the Contest, the Maltz Museum will not discriminate in any manner, including on the basis of race, religion, national or ethnic origin, and each eligible essay submitted will be evaluated upon the merit of its contents as described in this document.



Connect to Curriculum

Participating in Stop the Hate! Youth Speak Out addresses the following National Content Standards:

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 VI: 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).



Quote Bank—Teaching Prompts and Student Inspiration

Throughout history, leaders, authors, and philosophers have reflected on the results of hatred and intolerance. Their words serve as teaching prompts and inspiration for thinking about what young people can do to stop hatred and discrimination

All that is necessary for the triumph of evil is that good men do nothing.
Edmund Burke (1720-1797)

In the end, we will not remember the words of our enemies, but the silence of our friends.
Dr. Martin Luther King, Jr. (1929-1968)

Take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.
Elie Wiesel (1928-)

Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit.
Mahatma Gandhi (1869-1948)

You have enemies? Good! It means you stood up for something at least once in your life.
Eleanor Roosevelt (1884-1962)

The highest result of education is tolerance.
Helen Keller (1880-1968)

The cruelest lies are often told in silence.
Robert Lewis Stevenson (1850-1894)

To know what is right and not to do it is the worst cowardice.
Confucius (552-479 B.C.)

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 (1901-1978)

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 (1961-)



Resources for Teaching about Diversity and Tolerance

Thanks to the World Wide Web, there are hundreds of lesson plans related to issues of diversity and tolerance available with the click of a mouse. Here are some excellent sites to get you started:

- www.maltzmuseum.org
Click *Stop the Hate* on the homepage and then *Inspiration* to view our powerful 12-minute film HATE about the consequences of intolerance or ask to receive your free *Stop the Hate* resource kit. All 2008-09 winning essays can be found on our website.
- www.adl.org
Use the "education" link to resource The Anti-Defamation League's programs and lesson plans
- www.diversitycenterneo.org
Cleveland's Diversity Center offers "Reel Time" short video vignettes that can be used to spark classroom dialogue
- www.diversitycouncil.org
Links to many different sites offering lesson plans on diversity and tolerance
- www.educationworld.com
Lesson plans created by teachers for teachers
- www.facinghistory.org
Lesson plans and other resources for addressing complex issues in the classroom
- www.teachingtolerance.org
Exceptional examples from the Southern Poverty Law Center; in addition to on-line resources, a wealth of printed information is available to teachers for shipping cost only

OFFICE USE ONLY



PLEASE ENTER ONLINE at stopthehate.maltzmuseum.org
 Use this form only if the Internet is not easily available
 On-line entry begins October 5, 2009

2010 STUDENT ENTRY FORM (type or print)

All information is required. Incorrect, incomplete or illegible information may lead to disqualification.

STUDENT INFORMATION

Student Name: _____

Age: _____ Grade in school: _____

Home Address: _____

City _____ Zip _____ County: _____

Home Phone _____ Email: _____

Parent/guardian name: _____

How did you hear about the contest? _____

SCHOOL/TEACHER INFORMATION

Name of School: _____

School Mailing Address _____

City _____ Zip _____ County _____ Phone _____

Principal Name _____ Teacher Name _____

CERTIFICATION:

By submitting an entry in the Stop the Hate! Youth Speak Out! Essay Contest, I certify that my essay is original, authored solely by me and that in writing my essay I did not plagiarize or otherwise infringe upon the rights of any third parties or entity, including, without limitation, any copyright rights. I understand that plagiarism will be grounds for my immediate disqualification.

I understand that all entries become the property of the Maltz Museum of Jewish Heritage, including the right to reproduce the essay or portions thereof in any promotional, reference, research or official business materials without limitation; entries will not be returned.

Signature of Student _____ Date _____