My painting, entitled “Stolen Lives,” can be described by the word “unfairness.” It shows the unfair treatment that was part of the Holocaust. I chose three colors to represent emotions and people: black and gray to represent the darkness and red to represent pain. My painting was inspired by a photograph from the United States Holocaust Memorial Museum. This photograph shows Masha Bruskina, a 17-year-old Jewish girl, who worked in a hospital and helped in the Resistance movement. She was killed on October 26, 1941 in Belarus, along with other young people. Her life was tragically cut short by Nazis.

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SECOND PLACE

ATHENA ZHANG
The artwork is titled "Butterfly That Was Once Free". It shows Jewish families in the shape of a butterfly, which symbolizes hope and freedom, but they are trapped inside barbed wires, even though they have a strong desire and hope to escape and be free as their insides fly toward brightness. The blue background represents their feelings of depression and sadness. I felt sorrowful for the people, especially the children who faced antisemitism during that period and had to live without hope because of their beliefs and identity, which defined them.

Source:
HOLOCAUST & HUMAN RIGHTS
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MIDDLE SCHOOL ART
THIRD PLACE

MIN-YOUNG SUK
My drawing, “Rails of Remembrance” commemorates everyone that suffered tiring labor during the holocaust. As I was researching the holocaust, an image that caught my eye was a picture of men working under severe conditions. This image really touched my heart because it was frightening to see people treating other humans horribly. So, I drew the background as a fading image of the past, and survivors walking towards us to pass their stories on. It’s crucial that we keep their history alive so we don’t make the same awful mistakes as time goes on.
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MIDDLE SCHOOL ART
HONORABLE MENTION

AVA SCHREIBER
Stripes

Auschwitz
Complex torture
The story of the terror inside
Can be reduced to
Straight lines
Parallel
Stripes

Misery trains
Riding towards fate
Tracks of rotting wood
Lined in rungs like a ladder
Stripes

Stripped of their clothes
Given the uniform of a prisoner
Raggedy and thin
Faded blue lines
Stripes

Trapped
By a fence
Not wood
Not picket
Not lattice
Barbed
Steel barbs strung along
Strands of wire
Stretched along post to post
Stripes

Cold
Hard
Beds of splintered wood
Stacked on top of one another
More coffin than bed
Rows and rows
Stripes

Cries of agony
Leather whip against skin
Scars across one's back
Burning red and raw flesh
Stripes
But amongst the horror of all these
Twisted
Versions of specific pattern
There are the people

Brought from the train tracks
Wearing the uniforms
Covered in scars
Against the fence

They stand together
Side by side
Stripes with stripes
For freedom and peace

Now
Hostages
Missing posters lined on walls
Stripes
Yellow ribbons
Tied next to faces
For hope they will return home
Stripes

Maybe someday
Maybe tomorrow
Maybe now
The flag of their home
Will be waved in the air
Free of hate
Blue star
And blue
Stripes
I wrote this poem about the significance of something so seemingly simple as the pattern of stripes, in a story as complex as the Holocaust. After reading memoirs about the treatment of Jewish people in Auschwitz, I wanted to write a piece highlighting the prisoners' experience. Additionally, I wanted to connect my poem to the present day, where Jewish people are still imprisoned, now in Gaza, for simply being Jewish. The objects and events I have mentioned are recurring imagery when we read about the Holocaust, and from the current hostage crisis.

https://encyclopedia.ushmm.org/content/en/article/auschwitz
https://www.theauschwitztours.com/inside-auschwitz/