



South Carolina Council on the Holocaust

Holocaust Essay Contest

Grades 5-8

The South Carolina Council on the Holocaust is pleased to offer an essay contest for grades 5-8 that honors the memory of those who perished during the Holocaust.

The contest is open to all students in the state of South Carolina.

Students must submit a 750- to 1,000-word essay with a Works Cited page in MLA format addressing the following topic:

Many American soldiers, including those from South Carolina, were directly involved in the liberation of Nazi concentration camps. Using the experiences of the liberators, how did these encounters change them and their outlook?

Student essays are due postmarked by March 27, 2020 or emailed by midnight. The essays will be reviewed by committee, with announcement of the award being made at the student's awards night.

This contest is a one-time award of \$500 to one student in grades 5-8.

Submissions may be sent by mail to:

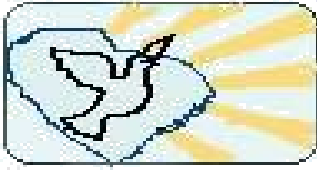
Elizabeth Stiles

South Carolina Council on the Holocaust

1 Fernandina Court

Columbia, SC 29212

Or by email to education@scholocaustcouncil.org



South Carolina Council on the Holocaust

2020 Holocaust Essay Contest Application Form Grades 5-8

(Please print or type neatly)

Applications are due postmarked Friday, March 27, 2020 or emailed by midnight.

Student's name: _____

Date of birth: _____

Student home/cell phone: _____

Student's address: _____

_____, SC

Zip: _____

Student's email: _____

School name: _____

School address: _____

_____, SC

Zip: _____

Guidance Counselor's name: _____

Guidance Counselor's email address: _____

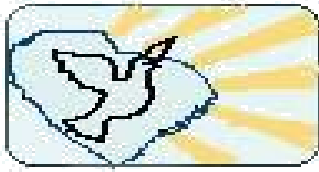
Guidance Counselor's daytime phone: _____

Awards Ceremony Date and Time: _____

Check that all of these are inside the application:

- 1 (one) copy of the "Application Form"
- 1 (one) copy of the Student Essay with a Works Cited page in MLA format

Please submit an essay of 750 to 1,000 words (typed, double-spaced, 12-point font) on the aforementioned theme. Submitted essays become the property of South Carolina Council of the Holocaust and may be published without further consent or remuneration. If selected, an electronic copy of the entry will be required.



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Argument Writing Rubric for SCCH Scholarship/ Essay Contest

SC Writing Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

Write arguments to support claims with clear reasons and relevant evidence; Produce clear and coherent writing in which the development, organization and style are appropriate to task purpose, and audience.

Purpose and Forms: "Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid."

Argument	Advanced 4 90-100	Proficient 3 70-89	Basic 2 60-69	Below Basic 1 50-59
Ideas/Purpose: The argument is focused and clearly states the claim(s).	Claim(s) is clearly stated and distinguished from alternate or opposing claims Claim(s) is purposefully focused and consistent Complex claims are well-developed Alternate or opposing claims are thoroughly addressed	Claim(s) is clearly stated and distinguished from alternate or opposing claims Claim(s) is focused and consistent Alternate or opposing claims are addressed	Claim(s) is sometimes clear, focused or consistent Alternate or opposing claims are sometimes addressed	Claim(s) is unclear, unfocused, inconsistent or missing Alternate or opposing claims are not addressed or missing
Organization: The writing has a clear and effective organizational structure creating unity and completeness.	Claims, reasons, and evidence are organized into clear categories: Skillful and varied use of transitions Logical progression of ideas from beginning to end Purposeful introduction and conclusion Strong connections among ideas	Claims, reasons, and evidence are organized into clear categories: Appropriate use of transitions with some variety Adequate progression of ideas from beginning to end Evident introduction and conclusion Adequate connections among ideas	Claims, reasons, and evidence are inconsistently organized into categories: Some use of transitions Inadequate progression of ideas from beginning to end Ineffective introduction and conclusion Weak connections among ideas	Claims, reasons, and evidence are inconsistently organized into categories: Little or no use of transitions Confusing progression of ideas Missing introduction and/or conclusion No connections among ideas
Elaboration of Evidence: The claim is developed and supported with logical reasoning and relevant evidence using accurate, credible sources.	Provides comprehensive support/evidence for the claim(s), demonstrating a thorough understanding of the topic or text Presents well-chosen evidence (sources, facts, and details) Skillfully integrates evidence with correct citations Analyzes and draws strong conclusions from evidence	Provides adequate support/evidence for the claim(s), demonstrating an understanding of the topic or text Uses relevant, logical evidence (sources, facts, and details) Integrates evidence from sources with generally correct citations Analyzes and draws logical conclusions from evidence	Provides inadequate support/evidence for the claim(s), demonstrating a partial understanding of the topic or text Uses some irrelevant, repetitive, or inadequate evidence (sources, facts, and details) Limited integration of evidence from sources with some attempt at citations Inconsistently analyzes evidence Conclusions drawn are sometimes not logical	Provides little or no support/evidence for the claim(s), demonstrating a lack of understanding of the topic or text Frequently uses irrelevant, repetitive, or inadequate evidence (sources, facts, and details) Does not integrate evidence from sources or lacks citations Fails to analyze evidence Conclusions drawn are not logical or are missing
Language and Vocabulary: The writing uses precise and topic-specific language and maintains a formal/appropriate style.	Uses precise, academic language Use of topic-specific vocabulary is clearly appropriate for the audience and purpose Establishes and consistently maintains a formal/appropriate style	Uses a mix of precise with more general language Use of topic-specific vocabulary is generally appropriate for the audience and purpose Establishes and generally maintains a formal/appropriate style	Uses simplistic language Inconsistent use of topic-specific vocabulary Lacks a consistent formal/appropriate style	Uses limited or vague language Lacks topic-specific vocabulary Lack of formal/appropriate style shows little sense of audience and purposes
Conventions: The writing demonstrates a command of conventions and assigned format.	Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format Skillful use of sentence structure enhances meaning	Minimal errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format	Frequent errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format	Severe errors/patterns of error in usage, sentence structure, punctuation, capitalization, spelling, and format interfere with understanding