



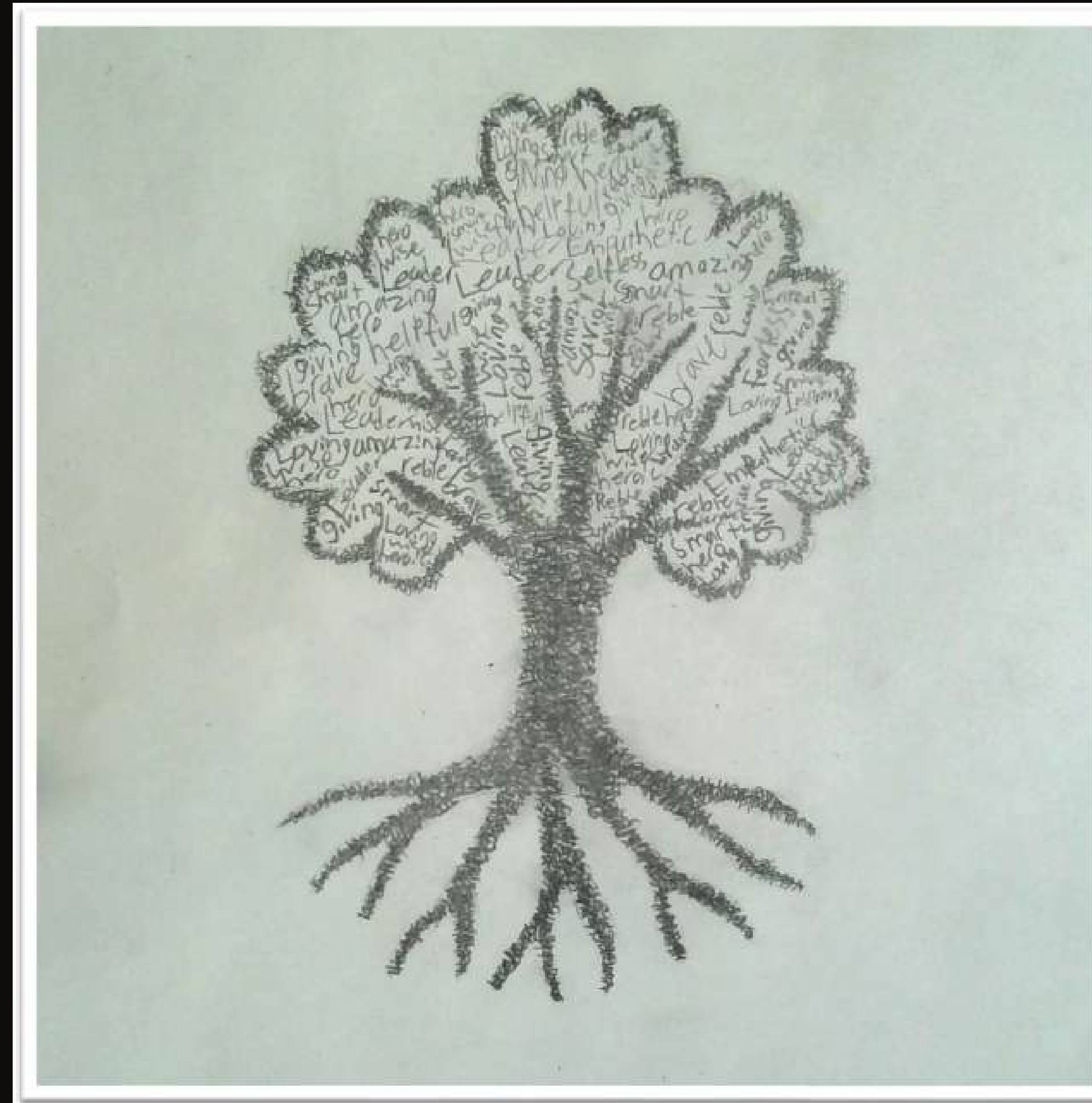
Yuna Boo - Grade 6
Rose Hill Middle School in Redmond, WA



My art depicts the note survivor Klaus Stern sent to his wife **Paula Stern** after the Holocaust. **I was inspired by her hope and love for her husband.**



Elliot Jackson - Grade 6
Peperzak Middle School in Spokane, WA



My art represents that even after tragic times we are still all growing. **Using a tree and words that represent traits of Carla Peperzak like brave, kind and hero to represent her.**



Etty Cramer - Grade 6
Evergreen Middle School in Spokane, WA



During the Holocaust, **Ada Van Esso**, while switching houses, could only take what she could carry with her. These things might include things that are important, or symbolic to her. **I included things in my artwork that are an example of her bravery.**

HONORABLE MENTION

Payton Fortner - Grade 8 *Salk Middle School in Spokane, WA*



My art represents **Fanny Wald's** resistance by depicting chains that once held her down breaking, and her growing wings (specifically butterfly wings to embrace her family and sister who died) so she could fly away (or escape). **Her resistance in the face of injustice shows us how you don't need to be strong with weapons, just strong in the heart and your beliefs.**

HONORABLE MENTION

August Walowski - Grade 8
St. Thomas School in Medina, WA



Thomas Blatt's story inspired me to push past the boundaries. My art shows Thomas Blatt escaping over a fence with ravens and one dove in the sky. The shadows behind him represents other prisoners who had also been stripped of their identity. **The dove shows how there are some people who stand out and rebel differently, in this case, by escaping.**



Melody Wyrick - Grade 8
Northwest Christian School in Colbert, WA



I created this piece using Kimekomi, an art form where fabric is placed into carved grooves. I chose **Paula Stern** because she showed courage and resistance during the Holocaust, sabotaging Nazi ammunition and holding onto hope even during the death marches. **Using scraps of fabric to create something meaningful reflects her story—how something broken can become beautiful again. Her story inspires me to resist injustice and hold onto hope.**



Edie + Angel Bangle - Grade 8
Salk Middle School in Spokane, WA



My piece is a tack-fused glass sculpture of the Anne Frank Tree, inspired by **Carla Peperzak**. Knowing I had a Holocaust survivor that lived here in Spokane drew me to her. My piece represents Carla's German nurse disguise and the 40 people she saved from concentration camps during her time in the Dutch Resistance. The 40 red abstract tulips (the national flower of Carla's birthplace: The Netherlands) surrounds the tree and her nurse cap disguise. The yellow tulip represents her keeping herself alive through it all. **Carla inspires me to ask myself, could I be this brave today?**



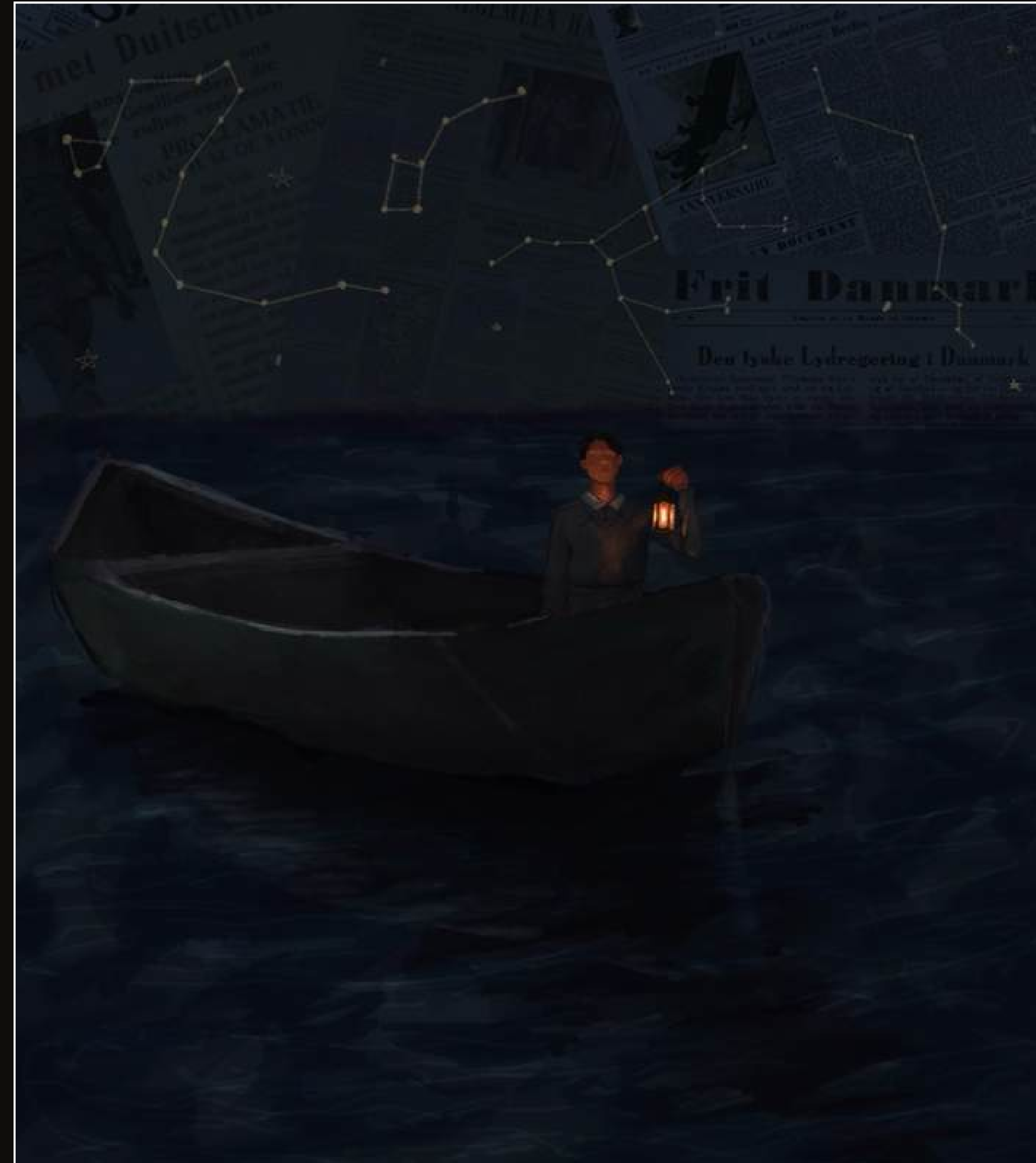
Sophia Shen - Grade 8
St. Thomas School in Medina, WA



Paula and Klaus Stern's firm bond, which persisted through the traumatic experiences of Auschwitz inspired me to create this digital artwork as a tribute to their courage. The contrasting lighting symbolizes their escape from the dehumanizing conditions of the concentration camps and their long-awaited freedom. **Their hug is tight and unwavering, resembling their determination to never lose their loved ones or the freedom they fought to reclaim.**

HONORABLE MENTION

Ayla Sibay - Grade 10 *The Downtown School in Seattle, WA*



Martin Metzon was a Jewish Dane who joined the resistance movement, sabotaging Nazi efforts and providing illegal newspapers. My piece references the newspapers in the night sky. In early October 1943, Metzon escaped on a fishing boat, the moment that my piece focuses on. **The aim was to preserve Metzon's inspiring story—to depict his bravery against the darkness.**



Thea Sima - Grade 12
Tesla STEM High School in Redmond, WA



The tools of **Carla Peperzak's** resistance—her nurse disguise, the fake documents she created, the underground newspaper, and the farmhouse where she hid relatives in—are positioned protectively over the figures moving into the light, which represent those she helped rescue as a Dutch resistance member. **I was inspired by her continued courage, both as a young woman during the Holocaust and her choice to become a speaker and recall what she lived through to educate the public.**



Paisley Archer - Grade 12

Lewis and Clark High School in Spokane, WA



My piece is my interpretation of a scene from **Ed Kaye's** life that I thought would translate well into a comic. In his biography it mentioned how he joined a Soviet partisan group where he, "sabotaged Nazis, destroying telephone lines and railroad tracks with sticks of dynamite lit with cigarettes." **I was inspired by his persistence, throughout a difficult life, to continue to fight for good despite oppression.**



Reese Rudin - Grade 12

Woodinville High School in Woodinville, WA



My piece is based on a family photo of my pre-Holocaust ancestors from Poland. The man in the top left is my great-grandfather, **Hymie Wiesenthal**. He was one of only three of my family in this photograph to survive the Holocaust. The figure in color is me, born less than 70 years later. I am here because of his bravery. **This piece honors my great-grandfather and his legacy of resilience that inspires me to be strong in the face of antisemitism and to never stop advocating for tolerance.**