



## WASL Prep Holocaust Writing Prompts

The following prompts have been created specifically for teachers wanting to give their students practice WASL writing prompts.

Created by Kim Spradlin and Tammy Grubb, teachers in the Eastmont School District for the Washington State Holocaust Education Resource Center.  
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*\*Any place there is a specific word like survivor or liberator, you could change it to whatever "label" fits what your kids have been studying in class.*

1. Your school district is considering whether or not to make the Holocaust a required unit of study. Write a multi-paragraph letter to your School Board persuading them that the Holocaust is an important subject that all students should learn about.
  - This prompt could also be rewritten to allow students to voice their own opinion. For example, "...persuade them that the Holocaust *should or should not* be a required unit."
  - You could also broaden the prompt by changing the word Holocaust to "genocide."
2. First person accounts are often an effective tool for learning about history. Write a multi-paragraph letter to your teacher in which you explain something you learned from a Holocaust survivor's account and what it means to you.
  - The letter could also be to a person whose story the student read.
3. Think of a book, story, poem, or essay that we read in our Holocaust unit that impacted you. Write a letter to the author of this piece and explain to him/her what the work means to you and why.
4. You have been given permission to invite a Holocaust survivor (or liberator, resistor, etc.) to speak to students at your school. Write a multi-paragraph letter to your principal in which you name the person and persuade your principal that this person would be the best choice.

5. Some of the parents at your school have been campaigning to exclude the study of the Holocaust because it can be disturbing to kids. Write a multi-paragraph letter to the parent organization persuading them that studying the Holocaust is important, even though the content can be difficult.
  - This prompt could also be rewritten to allow students to voice their own opinion. For example, "...persuade them that the Holocaust *should or should not* be excluded from the curriculum."
  - You could also broaden the prompt by changing the word Holocaust to "genocide."
6. Your final project is to create a memory box that focuses on the Holocaust. Write a multi-paragraph letter to your teacher identifying one or more artifacts that you would include in the box and explain why you selected them.
  - You might want to include an asterisk defining what a "memory box" is.
7. After studying the rescuers and resisters from the Holocaust your teacher asks you to think of examples of discrimination or cruelty that you've noticed in your own school or community. Write a letter to your school's student newspaper explaining what students can do in their own community to "resist" or fight back against discrimination or cruelty towards different people.
  - You could also make this a persuasive prompt by saying "persuade students to resist discrimination in their own community."
8. If you could go back in time and talk to any victim, survivor, liberator, or resister from the Holocaust, who would it be? Write a multi-paragraph essay to your teacher explaining what you would ask or say to that person and why.
  - Or you could simply ask them to explain why they would want to talk to this person.
9. A person can be identified as a hero for many different reasons. Write a multi-paragraph letter to your local newspaper identifying someone from your Holocaust studies as a hero, and explain why you view them as a hero.
10. In NYC, The Museum of Jewish Heritage sells bracelets that are inscribed with a quote which says, "Repair the world." Write a multi-paragraph essay to your teacher in which you use your recent study of the Holocaust to explain what this quote means to you and why.