

## The Holocaust and Wales

### Kindertransport 1

#### Jewish life in Central Europe before the Second World War

#### Teachers' Notes

This is resource 1 of 4 on the topic of the Kindertransport and can be used alongside the other 3 resources. The resources explore the stories of child refugees who came on the Kindertransport to Wales.

This resource explores the life of a young Austrian Jewish girl, Dorothy Fleming, before she arrived in Cardiff.

It contains:

- Background information about the Kindertransport and where to find out more
- Useful definitions: 'historical source', 'oral history' and 'Anschluss'
- Short biography of Dorothy Fleming
- Links to audio clips of 2 oral history recordings of Dorothy Fleming
- Transcripts of the audio clips
- Worksheet 'Dorothy Fleming: Life in Vienna, Austria in 1938'. The worksheet also offers an opportunity for learners to summarise their learning and could be used to assess progress

The resource assumes a basic understanding of the Holocaust. You may wish to cover the Holocaust Educational Trust's (HET) worksheet ['Defining the Holocaust'](#) before exploring these resources. See also the HET's ['General Principles for Teaching the Holocaust'](#).

#### Learning aims:

- To explore the concept of 'historical sources', including 'oral history', and evaluate how they can be used as evidence to interpret the past
- To develop knowledge and understanding of Jewish life in Europe before the Holocaust, how life changed, and how people responded to this change
- To develop critical thinking and a sense of empathy with those who have experienced suffering in the past
- To explore the importance of this story on Wales and the wider world and its connections to contemporary issues, including refugees, antisemitism, prejudice and racism

## Curriculum links

### The Four Purposes

Ambitious, capable learners who:

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- can communicate effectively in different forms and settings
- can explain the ideas and concepts they are learning about
- undertake research and evaluate critically what they find

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- express ideas and emotions through different media

Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- have the confidence to participate in performance

### Statements of What Matters

Main Area of Learning and Experience: Humanities

Progression Step: 3 & 4

- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Human societies are complex and diverse, and shaped by human actions and beliefs

- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

#### Other Areas of Learning and Experience:

##### Health and Well-being

- How we process and respond to our experiences affects our mental health and emotional well-being
- How we engage with social influences shapes who we are and affects our health and well-being

##### Languages, Literacy and Communication

- Expressing ourselves through languages is key to communication

#### **Cross curricular skills and integral skills**

##### Literacy

- Developing oracy through discussion, role play, questioning and presentations, and adapting oracy skills for audience and purpose while listening to and debating different viewpoints
- Developing all styles of writing, e.g. describing, explaining, discussing, evaluating and creative writing, combined with the use of disciplinary-specific terminology and vocabulary
- Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints

##### Creativity and innovation

- Encouraging openness to different ideas and ways of thinking, enabling the expression of reasoned opinions about these differences

##### Critical thinking and problem-solving

- Developing the ability to think analytically and understand the past and present as well as to imagine possible futures
- Collecting, reflecting and critically evaluating the use of sources and evidence

##### Personal effectiveness

- Evaluating, justifying and expressing considered responses in a variety of ways

#### **Cross-cutting themes**

##### Relationship and sexuality education (RSE):

- The material offers learners opportunities to explore human rights, values, ethics, philosophies, and religious views relating to relationships

- It supports learners to engage critically with local, national, and global RSE issues in both the past and present, helping them to become ethical, informed citizens

Human rights education and diversity (e.g., discrimination, racism, antisemitism, refugees)

- Learners develop an understanding of the importance of democratic values and human rights and reflect on their civic responsibilities

### Cynefin – supporting learning in local contexts

The Holocaust is a large topic that can seem distant to learners in Wales. These resources allow learners to hear the stories of people who were directly affected by the Holocaust, and who lived in Wales. These are the stories of people who contributed to and were part of their local Welsh communities. They settled and had families here and their history is part of the story of Wales.

Learning about the Holocaust through local examples allows learners to discover their heritage and develop a sense of place and cynefin. It also removes the idea of 'otherness' – that this happened to other people in another place and time – and instead creates feelings of connection and empathy. These local examples can help learners to understand the link between Welsh history and global events like the Second World War and the Holocaust.

The full list of 20 resources about The Holocaust and Wales are:

- [Kindertransport 1: Jewish Life in Central Europe before the Second World War](#)
- [Kindertransport 2: The Journey to Britain](#)
- [Kindertransport 3: Arrival in Wales](#)
- [Kindertransport 4: Life in Wales](#)
- [Kristallnacht 1: Memories of Kristallnacht](#)
- [Kristallnacht 2: The last bar mitzvah](#)
- [Jewish Artists in Wales 1: Josef Herman](#)
- [Jewish Artists in Wales 2: Heinz Koppel](#)
- [Aero Zipp Fasteners at Treforest Trading Estate](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate](#)
- [Internment of 'enemy aliens' 1](#)
- [Internment of 'enemy aliens' 2](#)
- [Jewish Refugees as Domestic Servants](#)
- [Jewish Refugee Doctors, Dentists and Nurses in Wales](#)
- [Jewish Refugees in the British Army during the Second World War](#)
- [Religious Life of Jewish Refugees in Wales](#)
- [The Welsh Language](#)
- [Liberation](#)



- [Identity](#)
- [Remembering the Holocaust](#)

## Ideas for activities

### Activity 1

The resource could be used to explore the concept of historical sources. Ask learners to name all the different types of historical sources they can think of e.g., artefacts, photographs, newspapers, etc. If 'oral history' does not come up, introduce it to the group.

You can explore the concept of 'primary' and 'secondary' sources by comparing learners' answers with the biography of Dorothy Fleming and the **worksheet** 'Dorothy Fleming: Life in Vienna, Austria in 1938', both examples of secondary sources. What are the advantages of primary and secondary sources? What are their disadvantages?

#### Other useful questions:

- Which of these historical sources is most powerful and why?
- Can different types of sources tell us different things about historical events? How?
- What advantages does 'oral history' have over other sources?
- Why might oral history be particularly important when learning about the Holocaust?

### Activity 2

This activity focuses on oral history as a source. Split learners into pairs and ask them to prepare their own oral history interviews, with one asking questions of the other. They should choose no more than five questions, and the topic should be simple e.g., what they had for breakfast; what they learned last week; the last film they watched. Ask them to note down what the other has said, then switch roles.

Encourage learners to share their notes with the class – what did their partners say? What information did they find significant? How might their answers have differed if they had been asked to write down their own experience, rather than tell it to someone else?

### Activity 3

Listen to [Audio Clip 1: Dorothy Fleming – Early Childhood](#) and read the short biography. Learners could reflect on the **similarities and differences** between Dorothy Fleming's life in Vienna, Austria in the 1930s before the Second World War and their own lives in Wales today. Capture these either on the whiteboard or in smaller groups under the heading of similarities and differences. For example:

### Similarities

Going swimming

### Differences

School is very strict!

### Activity 4

Listen to [Audio Clip 2: Dorothy Fleming – Life after the Anschluss](#) and read the definition of Anschluss with the group. You could also show the [Associated Press newsreel](#) of the event.

Discuss some of the implications of this for Jewish people like Dorothy Fleming who were living in Austria at the time. These are also included on the student **worksheet** 'Dorothy Fleming: Life in Vienna, Austria in 1938', which learners can then complete.

### Activity 5 – Class discussion

What could German and Austrian Jews do about their situation? You could explore what other options people may have to change their situations e.g. protest, refusal, etc. and whether learners think these would have worked at that time. You could look at forms of protest today and discuss their effectiveness.

For most German and Austrian Jews, attempting to leave the country was the only option. What feelings might they have had about doing this?