



'Enemy Aliens' and Internment Camps

GUIDELINES FOR TEACHERS

This is one of two resources on the topic of internment of 'enemy aliens' and one of 20 about the Holocaust and Wales.

It explores what impact the internment had on Jewish refugees and their lives.

Ages: 9-14.

1. PURPOSE OF THE RESOURCE

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**.

2. LEARNING AIMS

The aim of the resource is to enable learners to:

1. Explore past and contemporary ethical and moral issues and engage with concepts of prejudice, discrimination, antisemitism, extremism, equality, tolerance, humanity, responsibility, good, and evil, make a connection between past and present issues and consider what is happening locally and globally today.
2. Develop critical and reflective thinking.
3. Develop confidence, resilience, and empathy: to become more aware of their own experiences and feelings when engaging in activities with others, and to recognise that other people have experiences and feelings.
4. Become responsible citizens in Wales and the wider world.

3. FOCUS OF THE RESOURCE

1. Critically reviewing how past and contemporary events are perceived, interpreted, and represented; forming their own viewpoint and developing self-awareness.
2. Critically analysing and evaluating evidence; interpreting and synthesising information; drawing informed conclusions about the world, its past, present, and future.
3. Learning about the complexity and diversity of human societies and the impact of actions and beliefs.
4. Developing an understanding of challenges and opportunities in their personal lives and wider society and considering how to respond ethically.

4. WHAT SKILLS, KNOWLEDGE, AND EXPERIENCE THE RESOURCE HELPS DEVELOP

Indicators of learning:

1. Knowledge and understanding about the internment of Jewish refugees by the British Government and the connection to Wales.
2. Ability to critically evaluate and use different sources (e.g., a written account and an oral history testimony) to form and express their own views, opinions, knowledge, and understanding.
3. Understanding of ethical and moral concepts, e.g., discrimination, racism, antisemitism, and the importance of democratic values and human rights.
4. Ability to make a connection between past and contemporary discrimination based on race, ethnicity, and religion and consider what is happening today in Wales, the UK, and the world, e.g., refugees coming to the UK/Wales.
5. Understanding that people have different beliefs, values, and experiences and respecting the needs and rights of others.
6. Ability to work as part of a team.
7. Experience of participating in group discussions and tasks.
8. Becoming more aware of their own experiences and feelings, values, and beliefs and being able to communicate them.
9. Developing empathy for other people and their circumstances/challenges they face(d), e.g. Jewish refugees escaping Nazi persecution or modern-day refugees.

5. HOW THE RESOURCE SUPPORTS LEARNING IN LOCAL (CYNEFIN), NATIONAL, AND REGIONAL CONTEXTS

This resource allows 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.

These local examples can help learners understand the connection between Welsh history and global events like World War Two and the Holocaust.

6. BACKGROUND INFORMATION

After the outbreak of war in September 1939, all Germans and Austrians in Britain were considered a threat to national security by the British Government; they became 'enemy aliens' and had to register with the police. Although most remained at liberty, in the summer of 1940, restrictions tightened and tens of thousands were interned in camps. The largest of these camps was the Hutchinson Internment Camp on the Isle of Man. Most of those interned were Jewish refugees, who escaped the Nazi persecution and found sanctuary in Britain. Living conditions in many of the camps

were inadequate. There was a shortage of medical supplies and poor access to clean water and proper sewage disposal.

7. IDEAS and QUESTIONS

1. This resource can be used to promote critical and reflective thinking.

Questions:

- What does the term 'internment' mean?
- Who were 'enemy aliens'?
- Why did the British Government intern Jewish refugees?
- Do national security concerns justify internment without charges or intent to file charges?

2. The resource can be used:

- To explore and recognise the experiences and feelings of Jewish refugees who were first persecuted by the Nazis and then interned by the British Government as 'enemy aliens'.
- To enable learners to become more aware of their own experiences and feelings and to develop confidence, resilience, and empathy.

Questions:

- What did Jewish refugees who were interned by the British Government experience?
- How did Jewish refugees, who were interned, feel?
- How did internment impact people's lives?
- How do learners feel about and respond to the practice of internment?

8. RESEARCH AND FURTHER INFORMATION

1. Introduction to teaching and learning about the Holocaust:

International Holocaust Remembrance Alliance's (IHRA) [Recommendations for Teaching and Learning about the Holocaust](#) provide information on why, what, and how to teach about the Holocaust.

The Holocaust Educational Trust's worksheet '[Defining the Holocaust](#)' may be used to introduce learners to the topic of the Holocaust; it helps learners to think about how the Holocaust is defined and why the issue of definition is important.

2. Further reading:

Anschluss:

- Holocaust Encyclopaedia: [Nazi Territorial Aggression: The Anschluss](#).

'Enemy aliens' and internment:

- Refugees from National Socialism in Wales: [Internment](#).
- The National Archives: [Collar the lot! Britain's policy of internment during the Second World War](#).

- Vancouver Holocaust Education Centre Collections: [“Enemy Aliens” Research Guide](#).

X Troop:

- Leah Garrett, *X Troop: the Secret Jewish Commandos Who Helped Defeat the Nazis* (London: Vintage, 2022).
- Refugees from National Socialism in Wales: [X Troop](#).

3. A list of 20 resources about [the Holocaust and Wales](#):

- [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.](#)
- [Memories of Kristallnacht: Destruction and Flight.](#)
- [Memories of Kristallnacht: The last Bar Mitzvah.](#)
- [Jewish Artists in Wales: Josef Herman.](#)
- [Jewish Artists in Wales: Heinz Koppel.](#)
- [Aero Zipp Fasteners at Treforest Trading Estate.](#)
- [General Paper and Box Manufacturing Company at Treforest Trading Estate.](#)
- ['Enemy Aliens' and Internment Camps.](#)
- ['Enemy Aliens' and Human Rights.](#)
- [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.](#)