

## The Holocaust and Wales

## The Welsh Language

### Teachers' Notes

This resource looks at the story of Kate Bosse-Griffiths, a German-Jewish refugee, who fled to Wales and became a leading figure in the Welsh-language movement. She wrote books and poetry in Welsh and campaigned for greater recognition for the Welsh language.

It contains:

- Short biography of Kate Bosse-Griffiths
- Links to audio clips of oral history recording of Heini Gruffudd, Kate's son
- *Hedyn*, a poem written by Kate in 1971 (with English translation)
- Photograph of Kate Bosse-Griffiths and J. Gwyn Griffiths on their wedding day, Pontypridd, 1939
- Transcripts of the audio clips

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 examine how and why the experience of oppression may affect people's responses to new cultures and circumstances
- To explore the experience of being a refugee straddling two or more cultures and the part that language plays in our sense of identity
- 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
- Literature fires imagination and inspires creativity

#### **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 place of language in people's lives. Ask how many learners speak or understand another language, in addition to Welsh or English. Write the different languages they speak or understand on the board.

#### Some useful questions:

- Where does this knowledge come from – their own experiences as younger children or those of their families?
- If you have moved to another country, does learning the language of that country make it easier to integrate and be accepted?
- How important to you is the Welsh language?

Ask learners to read Kate Bosse-Griffiths' **biography**, listen to [Audio Clip: Heini Gruffudd discussing Kate Bosse-Griffiths' attitude to the Welsh language](#), and show the **photograph** of Kate Bosse-Griffiths and J. Gwyn Griffiths.

Why did Kate become involved in the Welsh-language movement?

Kate chose to express her feelings through poetry. How can literature and poetry capture the experience of being a refugee?

### Activity 2

Ask learners to read Kate Bosse-Griffiths' **biography** and listen to [Audio Clip: Heini Gruffudd discussing Kate Bosse-Griffiths' attitude to the Welsh language](#). Kate moved to Bala in 1944 before moving to Swansea after the end of the war. What differences in the Welsh language might she have noticed between Bala in the north and Swansea in the south? How difficult might it have been for her to adapt?

Ask learners to think of some common Welsh words that are different in the north and the south. Here are some examples:

	<u>North</u>	<u>South</u>
woman	dynes	menyw
milk	llefrith	llaeth
out	allan	ma's
money	pres	arian
grandmother	nain	mam-gu

Can you think of any other regional differences (e.g. Gwyndodeg, Powyseg, Dyfedeg, Gwenhwyseg)? Why might words for the same thing be different in different parts of the country?

### Activity 3

Listen to [Audio Clip: Heini Gruffudd reading one of his mother's poems, \*Hedyn\*](#).

Learners can also read the **poem**, either aloud or in their heads.

How does Kate represent her life journey in this poem? Why does Kate describe herself as a seed? What does the green field represent in the poem? What about the sheep? The cow?

#### **Other useful questions:**

- Think about how the poem sounds when read aloud. Does your experience of the poem change, compared with reading it in your head?
- Does the poem's meaning change when it is translated from Welsh into English? How? Why?

### Activity 4

Listen to [Audio Clip: Heini Gruffudd reading one of his mother's poems, \*Hedyn\*](#).

Learners can also read the **poem**, either aloud or in their heads.

Ask learners to compose a short poem on the theme of change and integration. They should think about the poem's structure, what experiences they want to capture or the metaphors they want to use. The poem can be written in English or Welsh.

Encourage learners to read their poems aloud to the class and discuss what themes they have included and why.

### Activity 5

Ask learners to read Kate Bosse-Griffiths' **biography**. Kate competed in many eisteddfodau during her lifetime, winning several prizes.

Why might a refugee wish to submit their work to an eisteddfod? How important are eisteddfodau for promoting the Welsh language?

Learners should imagine that they are a new arrival to Wales and write a short story (500 words) which could be submitted to an eisteddfod. The short story should be written in Welsh and contain an autobiographical element.