

Memories of *Kristallnacht*: Destruction and Flight

GUIDELINES FOR TEACHERS

This is one of two resources on the topic of *Kristallnacht* and one of 20 about the Holocaust and Wales.

It introduces learners to *Kristallnacht* using a testimony from a Holocaust survivor Julius Weil, who lived in Wales.

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 *Kristallnacht* (e.g., what it was, why it happened, and who was targeted) and its connection to Wales (e.g., child refugees coming to Wales).
2. Ability to find, critically evaluate, and use different historical sources (e.g., oral histories and photographs) 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. Understanding the impact of human actions and beliefs (e.g., *Kindertransport* rescue operation, including the impact of their own choices, decisions, and actions).
7. Ability to work as part of a team.
8. Experience of participating in group discussions and tasks.
9. Becoming more aware of their own experiences and feelings, values, and beliefs and being able to communicate them.
10. Developing empathy for other people and their circumstances/challenges they face(d) (e.g. children who came to the UK on *Kindertransport*, or modern-day refugees).
11. Ability to recognise a challenge and an opportunity in their own life and consider how to respond ethically and what impact their response will have.

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

The 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 2 and the Holocaust.

6. BACKGROUND INFORMATION

Information about *Kristallnacht*:

On 9 and 10 November 1938, the Nazi regime conducted a series of attacks called 'pogroms' against the Jewish population in Germany and other Nazi-occupied territories. This event became known as *Kristallnacht* or 'Night of Broken Glass' because of the shattered glass that filled the streets after the vandalism and destruction of synagogues, Jewish-owned businesses, and homes. This resource explores Julius Weil's recollections of this devastating event. Julius came to the UK on a Kindertransport in 1938; he first lived in England and then in Wales. Julius died in Cardiff in 2021

Overview:

Hitler came to power in 1933 and the events of *Kristallnacht* took place in 1938. The lead-up to *Kristallnacht*, the event itself, and the aftermath were all crucial preludes to the Holocaust perpetrated by Nazi Germany and their collaborators during World War 2.

7. IDEAS and QUESTIONS

1. This resource is an opportunity to explore and make a connection between past and contemporary discrimination based on race, ethnicity, and religion (**learning aim 1**).

The resource enables learners to explore the connection between discrimination and persecution of Jews in Nazi Germany (*Kristallnacht* and anti-Jewish laws) and contemporary prejudice, discrimination, and persecution locally, in Wales, and the wider world.

Questions:

- What was *Kristallnacht*?
- Why did *Kristallnacht* happen?
 - What was the reason for vandalism and destruction of synagogues, Jewish-owned businesses, schools, and homes?
 - Why were Jews persecuted, arrested, and taken to the concentration camps?
- Who and what were targeted during *Kristallnacht*?
- Who were the perpetrators?
- What was the impact of *Kristallnacht*?
- What is happening in the world and Wales today? Are people still being discriminated against and persecuted? Encourage learners to consider discrimination people experience because of their ethnicity, religion, culture, language, disability, and sexual orientation.

2. The resource can be used to promote critical and reflective thinking (**learning aim 2**).

Critical thinking: It encourages learners to ask questions, evaluate information critically, and engage in meaningful discussion.

Reflective thinking: It encourages learners to analyse the information and make judgements about what has happened.

Questions:

- What do learners already know about this topic?
- How does this new information connect with what they have learnt previously?

3. The resources can be used:

- To explore and recognise the experiences and feelings of people who fled Nazi persecution and came to the United Kingdom on *Kindertransport* as child refugees.
- To enable learners to become more aware of their own experiences and feelings and to develop confidence, resilience, and empathy (**learning aim 3**).

Questions:

- What did Julius Weil experience? How did he feel?
- What does it feel like to arrive in a place you have never been to before?

4. The resource can be used to help learners identify unfairness and inequality in their personal life and wider society and consider how to challenge that (**learning aim 4**).

Questions:

- What challenges and opportunities do learners face in their own lives?
- What challenges and opportunities can learners identify in Wales and the wider world?
- How do learners engage with challenges and opportunities that face humanity; how do they respond in an ethical way?
- What action can learners take against prejudice and discrimination?

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:

1. United States Holocaust Memorial Museum, Holocaust Encyclopaedia, provides more information about:
 - *Kristallnacht*:
 - [Who were the victims?](#)
 - [Anti-Jewish legislation in pre-war Germany: 1937-1938.](#)
 - [Antisemitic legislation 1933-1939.](#)
 - *Kindertransport*: [Kindertransport, 1938-40.](#)

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.](#)