



WHAT HAPPENED AT CROYDON AIRPORT?

Educational aim: Based on an analysis of a photograph and other sources, students write the story of a Jewish refugee in 1939. They consider the reality that they uncover in the general context of the international political situation at the end of the 1930s.

Keywords: World War II, Nazism, the Holocaust, refugees, ethical dimension of history, create

Instructions for individual slides:

Notes:

1 LOOKING AT THE PHOTOGRAPH (3 minutes)

Students use the magnifier to view the photograph and read the caption.

2 ANALYSING THE PHOTOGRAPH (5 minutes)

Students might identify the figure being carried as a refugee who is resisting a return to occupied Europe. They might also identify British policemen, aviation personnel, or soldiers. They connect the dating of the picture with the Central European context, that is, with the establishment of the Protectorate of Bohemia and Moravia (15 March 1939).

3 FORMULATING QUESTIONS ABOUT THE CASE (5 minutes)

Students take on the role of a journalist who has to write an article on the basis of the photograph. They think of key questions that they need to answer about the photo and write them in the text field. The aim is to attempt a critical analysis of an emotive visual source. The students will then do further work with the questions.

Students may ask why the man decided to flee to the United Kingdom. Where did he run away from? Why is he not allowed to enter the United Kingdom? Beyond the political context, students can also take a personal level into account: Who is the man being carried out? Did he have a family? How did his attempt turn out?

4 READING FAMILY MEMORIES (3 minutes)

Students get to know the character of refugee Oskar Goldberg through the memories of his brother, Norbert. They highlight important information. The teacher reminds students of the task of writing a newspaper article.

Students find out that Goldberg came from a family of Jewish entrepreneurs from Moravian Ostrava. The text explains the details of Oskar's successful attempt to escape from the occupation. Students realize that Oskar resisted his return to occupied Europe and used the presence of journalists to do so. They can reflect on how Goldberg's actions saved not only himself, but also the whole group of refugees that was supposed to be returned.

5 QUESTIONS ABOUT THE CASE – LOOKING FOR ANSWERS (5 minutes)

Students fill in answers to their own questions based on their reading of the family memories. They can also revise the original formulations of their questions.

Students might ask, for example, why the British authorities prevented the entry of the citizens from the Protectorate.

6 READING A LETTER (3 minutes)

Students read the letter from the family archive. They highlight important information.

7 QUESTIONS ABOUT THE CASE – LOOKING FOR ANSWERS (5 minutes)

Students fill in answers based on the newly acquired information from the letter. They can also revise the original formulations of their questions.

8 WRITING A NEWSPAPER ARTICLE (5 minutes)

Students write a newspaper article about the photograph of Oskar Goldberg based on the notes that they gradually collected while analysing the sources.

9 LOOKING AT THE FRONT PAGE OF A NEWSPAPER (3 minutes)

Students use the magnifier to view the front page of the newspaper.

Students learn more about the context in which the photograph was published (the main headline on the front page of the newspaper).

10 READING THE TRANSLATION (3 minutes)

Students read the translation from the British newspaper. They highlight important information.

11 WRITING THE NEWSPAPER ARTICLE (5 minutes)

Students revise their own articles based on information gained from the period article.

Students can add information to the article, for example about how media coverage of the case helped the refugees. They may wonder why the United Kingdom introduced a visa requirement at a time when there were people running away from a life-threatening situation in occupied Czechoslovakia. They can also fill in information about the role of the Jewish Refugee Aid Committee or the number of refugees.