

# Scottish Jewish Heritage Centre School Visit Menu



**To comply with kosher food rules, we ask that no foods or drinks be brought on site, except for bottles of water.**

We have six options for school visits, which can be booked individually or combined in one session – see end of document for suggested combinations.

## I. Garnethill Synagogue Tour

**An historic Victorian building, a place for Jewish worship, study and community use.**

We offer a guided visit around the oldest purpose-built synagogue in Scotland. It opened in 1879 and is still used by Garnethill Hebrew Congregation as a place of worship. Garnethill is a synagogue in the Orthodox tradition, an attractive Category A listed building with original stained-glass windows and historic furnishings including the ark (Aron Kodesh), reading platform (Bimah), eternal light (Ner Tamid) and pews.

During the visit students will:

- Sit in the prayer hall
- Find out about the synagogue layout and key internal features
- Hear how the synagogue is used for weekly Sabbath and festival religious services
- View a Torah scroll (Five books of Moses)
- Be offered an opportunity to try on a prayer shawl (Tallit) and the head covering (Kippah)
- Discuss aspects of Jewish religious practice and festivals
- Hear about the reform tradition and discuss changing attitudes to religious practice

Students will visit the entrance hall to see the original Star of David floor tiles, view the stained-glass windows on the stairs to the women's gallery and find out about synagogue architect John McLeod. A panel display in the outer foyer includes a timeline from 1821 to 2021, outlining key events and people in the founding and development of the early Jewish community in Glasgow. Question and answer time is included. For primary school pupils we can include an art activity, to allow them to spend some more time in the space.

**Suggested visit time:** 45 mins – 1 hour

**Class size:** Synagogue seating can accommodate a full class size of 33 or more

**Ages of students:** Suitable for all ages

**Links to:** Social Studies, Literacy, Expressive Arts, Religious and Moral Education

## 2. Kashrut- Jewish Dietary Laws

**View the Synagogue kitchen and explore the Jewish dietary laws set out in the Torah that still underpin the Jewish way of life for many people.**

Students will find out how kashrut laws originated - which foods are allowed (kosher) and not allowed (treif). In the synagogue kitchen, students will see how it is designed to meet the kosher rules with separation of dairy and meat food and utensils. They will learn about traditional foods associated with the Jewish Sabbath and festivals including Pesach, Purim and Chanukah. Students can compare and contrast their own experiences and refer to foods associated with other religions.

**Suggested visit time:** 15-20 mins. Good to combine with the Synagogue visit

<b>Class size:</b>	Ideally small group size with maximum of 16 pupils
<b>Ages of students:</b>	Suitable for all ages
<b>Links to:</b>	Social Studies, Health and Wellbeing, Religious and moral education

### 3. Immigration- Making a Better Life

#### The display 'A New Life in Scotland- 200 years of the Jewish experience in Scotland.'

We offer a guided viewing of the exhibition *A New Life in Scotland* with timeline, map and case displays, exploring where Scotland's Jews came from, their reasons for migration and what they did here. Students will:

- Seek and read out individual stories and information
- See on the map the many countries from where Jewish people travelled to Britain
- Find out about individual people who came to Glasgow

The display covers the three main periods of Jewish immigration into Scotland:

- The late 1700s to the 1870s, when growing industrialisation attracted a small number of enterprising people into Scotland, among them Jewish people from England, Germany and Holland. They developed small Jewish communities in Edinburgh, Glasgow and later in Dundee.
- From 1880 to the early 1900s, when poverty, overcrowding and increased persecution and attacks on Jews within the Russian empire drove hundreds of thousands to seek a better life elsewhere. At this time Scotland was booming; Glasgow was being described in 1901 as the Second City of the Empire and Scotland was a land of economic opportunity, with Glasgow a major point of embarkation to America and elsewhere.
- From the early 1930s after Hitler's election in Germany through to the outbreak of the Second World War in 1939. Jews and Jewish life were targeted by the Nazi regime; a relatively small number of those who were able to escape found refuge here thanks to the efforts of people in Scotland and the UK.

Individuals discussed include:

- David Heilbron, a wine merchant from the Netherlands who came to Glasgow in 1870 and helped build some of Glasgow's favourite theatres.
- Benno Schotz, a sculptor from Estonia who came to Scotland in 1912. He started work in the shipyards, went to study at night class at Glasgow School of Art and later became the Queen's Sculptor in Scotland.
- Dr Fanny Cohn, a dermatologist from Germany who reached Glasgow in 1938 fleeing the Nazi terror. She was allowed in on a Domestic Service Visa and so at first was not allowed to practice as a doctor, despite her qualifications.

**Suggested visit time:** Around 30-45mins. including corridor timeline and Jacobs Room display

<b>Class size:</b>	Ideally small group size with maximum of 16 pupils
<b>Ages of students:</b>	Most suited to upper primary and secondary
<b>Links to:</b>	Social Studies, Literacy, Religious and Moral Education

### 4. Learning Kits: Refugee Stories

**The Scottish Holocaust-era Study Centre is equipped with resources to allow students to find out about the experiences of child and adult refugees from Nazi Europe who found a safe haven in Scotland.**

Working in small groups, we offer school pupils a facilitated and interactive opportunity to find out about a specific individual who came to Scotland as a refugee from Nazi Europe before the outbreak

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of the Second World War. Each group will share a learning kit of facsimile documents, photographs and written testimony about a refugee, working out answers by studying documents and debating and considering a range of issues.

Students will gain insights into a real experience of living under the Nazi regime, following the story of how each person escaped, what it was like starting a new life here in Scotland, what they went on to do, and what happened to their family. Issues including segregation, anti-Semitism, persecution, citizenship, democracy, the refugee experience and friendship will be discussed.

Each kit is drawn from items in the collections of the Scottish Jewish Archives Centre, which is also housed in the synagogue. When appropriate we will bring in additional material from the collection.

Students can find out about Dorrith/Ernst/Hilda:

- **Dorrith Oppenheim**, a young Jewish girl living in Kassel in Germany. After Kristallnacht, the UK Government permitted a number of unaccompanied children to enter the UK for safety. Kristallnacht was the Nazi-led pogrom in November 1938, when Jewish people and Jewish-owned shops, buildings and synagogues throughout Germany were attacked. Dorrith was just 7 years old when she left on a Kindertransport in July 1939. A young Christian couple from Edinburgh, Mr and Mrs Gallimore, took in Dorrith. Her parents were able to correspond for a while with Mr and Mrs Gallimore about their daughter, their views on religion and their hope to be able to leave Germany. Sadly, Dorrith's parents both died in the Holocaust. Dorrith later married Andrew Sim and raised her family in Ayrshire. She wrote *In My Pocket*, an illustrated book for children that is based on her experience of the Kindertransport.
- **Ernst Marchand**, a Jewish boy living in Gelsenkirchen in Germany with his mother Irene. His father had died when Ernst was a baby. Ernst was 9 years old in May 1939 when he and Irene escaped the Nazi regime and arrived in the UK. Irene was permitted entry with a UK Government visa admitting her to undertake domestic work. Irene and Ernst came to Glasgow to the refugee hostel set up for boys next door to the synagogue, where Irene became the matron. Ernst went to school here and later to Glasgow University. He never went back to Germany. Ernst's words describe life under the Nazis, detail how they experienced discrimination - for example, being forced to adopt a new name identifying them as Jewish - and how they escaped. He recalls school life here. Ernst reflected later on how his life experience affected his views on religion and attitudes to refugees.
- **Hilda Goldwag**, a Jewish woman living in Vienna in Austria with her widowed mother. Hilda, a talented artist, escaped to safety in April 1939, thanks to the Domestic Bureau in Scotland who secured her a UK domestic visa. Hilda had to list and get approval from the Nazi regime for the items she was permitted to bring, including her illustrated primary school jotters and student artworks. Hilda's 1939 passport is stamped 'J' (for Jewish) and records her journey to Peebles where she started working for a Church of Scotland minister. At the Quakers' Friends Meeting House in Edinburgh she met refugee Cecile and the two became lifelong friends.  
Refugees were moved away from Edinburgh when war broke out. Hilda and Ceci then lived in a flat very close to Garnethill Synagogue. Hilda was exempted from internment as a refugee from Nazi oppression and permitted to do war work. She helped raise funds for war efforts. Hilda later worked as a textile and graphic designer. She and Ceci naturalised becoming British citizens. Hilda lost her family in the Holocaust.

**Suggested visit time:** Around 45mins – 1 hour

**Class size:** Seating for maximum of 16 pupils, working in 4 groups of 4. Works well for half of a class while the other half view the Synagogue

**Ages of students:** Most suited to upper primary and secondary

**Links to:** Social Studies, Literacy, Religious and Moral Education, Expressive Arts.

## 5. Scotland a Sanctuary

The Succah is the structure attached to the Synagogue in the lower courtyard, used for celebrating the annual weeklong autumn harvest festival of *Succoth*\*. *Succoth* remembers the 40 year journey of the Israelites in the days of Moses, journeying to reach the Promised Land.

The Holocaust period display in the Succah includes an illustrated timeline and panels showing events leading up to the Holocaust in Nazi Europe, how people responded here and how Jewish refugees found safety in Scotland in the 1930s and 1940s.

We offer students an interactive visit to the Holocaust display, with activities planned in advance with the teacher. These could be based around:

- The timeline that includes events affecting Jews in Nazi Europe, and what was happening in Scotland, from just before 1939 to 1945
- Responses to the refugees in Glasgow, Edinburgh and Ayrshire
- The experiences of three survivors
- The contribution of a number of refugees to Scottish life and culture.
- Using the two iPads which give access to the digitised issues of the weekly Jewish Echo newspaper from 1928- 1950, and the digital catalogue of key items from Scottish Jewish Archives Centre refugee collections
- Using the panels and iPads to investigate the archive collections about Dorrit Sim, Ernst Marchand and Hilda Goldwag, whose experiences are the subject of the learning kits in the adjacent Study Centre
- Using the map to see where refugees came from
- A quiz or discussion on findings

**Suggested visit time:** From 15 – 30 mins.

**Class size:** The space is suitable for a group of max. 16 pupils. The Succah and Study Centre are linked spaces

**Ages of Students:** Most suited to upper primary and secondary students

**Links to:** Social Studies, Literacy, Religious and Moral Education, Expressive Arts.

*\* The Holocaust display is not available for a few weeks around Succoth.*

## 6. A new and very handsome synagogue

We offer a viewing of our special exhibition on Scotland's oldest synagogue and the people who built it, on display in the Function Room.

- How was the synagogue regarded in the media of the day?
- Who were the people who planned and made the building possible?
- How did the first Jewish congregation in Garnethill make an impact on the development of Victorian Glasgow?
- What do archives reveal about life for the members of the congregation, from cradle to grave?
- How did the congregation relate to the wider community?

**Suggested visit time:** Around 30mins

**Class size:** Can accommodate a full class size

**Ages of Students:** Most suited to secondary students

**Links to:** Social Studies, Literacy, Religious and Moral Education, Expressive Arts

## Popular Visit Combinations

- For Primary 3-5: Learning About the Jewish Religion and Way of Life

Options 1 & 2 including art activity in the Synagogue: 1 hour 45 minutes

- For Primary 6/7 and S1-3: Learning about Judaism and the Holocaust

Options 1, 2 & 4: 2 hours.

Please get in touch if you would like help to tailor your visit.

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### Our visits provide opportunities for students to:

- Learn about beliefs, values, practices and traditions of Judaism
- Develop understanding of the history, heritage and culture of Jewish people in Scotland
- Explore and evaluate different types of sources and evidence based on the Scottish Jewish Archives Centre collections
- Make informed decisions
- Develop listening
- Find and use information
- Explore ethical questions
- Deepen their insights
- Read
- Write
- Use maps
- Engage in discussion
- Apply skills in interpreting
- Develop problem-solving skills
- Interact with others
- Link periods, people and events in time and place

Curriculum of Excellence areas in **Social Studies (including history), Health and Wellbeing, Religious and Moral Education and Literacy** across the curriculum with emphasis on showing, **talking** and **listening**.

- **Health and wellbeing**- learning about other people's experiences especially those who came on the Kindertransport and as migrants- mental health and well-being.
- **Judaism and the Jewish way of life**- finding out about Judaism in the synagogue and other areas. Highlighting different forms of Judaism and exploring how some people are more observant in their practice than others. Finding out about Kashrut and the Kosher food rules.
- **Holocaust studies**- finding out about how people in Scotland from all backgrounds responded to try and help Jews in Nazi Europe and to assist children and adults to find safety in Scotland before the outbreak of the Second World War. Finding out about how people and organisations supported the refugees and the small number of survivors who came here after the war. Finding out what refugees went on to do and contribute to Scottish life and culture.
- **Migration to Scotland**- finding out about Jewish migration into Scotland in the 19th and 20th centuries.
- **Removing the victimhood**- emphasising life before coming to Scotland and the contribution of refugees and Jewish people to Scottish life. The benefits to Scotland of the arrival of refugees.
- **People and Places- nursery and primary level 1 and level 2** emphasising the *Scottishness* of experiences, the Scottish attitude to migrants and individual experiences of migrants.