

KS2 Lesson Plans for Studying the Empire Windrush and Caribbean migration





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Background Information For Teachers

(To be read before commencing the Project)

Introduction

On Wednesday June 23, 1948, The Times newspaper reported the arrival of the ship Empire Windrush under the headline 'Jamaicans arrive to seek work.' The article said:

'Of the 492 Jamaicans who arrived at Tilbury on Monday to seek work in this country, 236 were housed last night in Clapham South Deep Shelter. The remainder had friends to whom they could go and prospects of work. The men had arrived at Tilbury in the ex-troopship Empire Windrush. Among them are singers, students, pianists, boxers and a complete dance band. Thirty or forty had already volunteered to work as miners.'

The report was not entirely correct. According to the passenger List there were 1027 passengers on board, of whom just 539

gave Jamaica as their last place of permanent residence, so did 139 from Bermuda, 73 from Trinidad and 44 from British Guiana. Many came from other countries of the Caribbean. Many of them served Britain in the Royal Air Force (RAF) during WWII and were either returning to their jobs in the UK or coming to seek employment because workers were needed to help rebuild the country.

For the passengers of the Empire Windrush in 1948, and the thousands who followed them, the British Nationality Act Parliament passed in July 1948 was an important factor, as it allowed them and others living in Commonwealth countries British Citizenship and full rights of entry and settlement. The Nationality Bill was being discussed in both Houses of Parliament even as the ship sailed across the Atlantic to Britain during June 1948.

The ship that brought Caribbean migrants to Britain was once known as the Monte Rosa, a passenger liner and a cruise-ship launched in Germany in 1930. During WWII, the Germans used her as a troopship, but after the war she was taken by the British, renamed MV Empire Windrush and became a troopship until March 1954, when she caught fire and sank in the Mediterranean Sea. The ship was said to have been named after the 'River Windrush' which starts in the Cotswold Hills in Gloucestershire. The MV Empire Windrush was the opportunity that hundreds of young Caribbean men and women were

Introduction

awaiting, and they took it. The fare was £28 and 10 shillings (£28.50p).

After WWII, most of the West Indian servicemen and women were demobbed and returned to their homes in the Caribbean. RAF Serviceman Baron Baker was demobbed in 1948, but decided to settle in London. Many of the passengers who disembarked on 22 June 1948 had no place to live and so he suggested to the Colonial Office that the Clapham South Deep Shelter, in South London, should be used. The Shelter had been used as a refuge for local people during German bombing raids in WWII and after 1945 to accommodate Italians and German prisoners of war.

At least 236 Windrush settlers were housed there from the night of 22 June until they found work. All of them were employed within a month. The decision to open it to them was important in the making of Lambeth as a multi-racial community. The Shelter was about a mile from the centre of Brixton and some of them found work and lodgings in the Borough; others settled in the south London boroughs of Wandsworth, Southwark, Lewisham and Greenwich and in West London.

Britain has provided the opportunity for hundreds of thousands of British people of all backgrounds to understand and appreciate the contributions of Empire Windrush migrants to the well-being of this country. The 1950s saw attacks by racists who did not

want them to settle in the UK; there were race riots in Notting Hill (London), and in Nottingham. It was common then for advertisements for housing to carry the words: no Irish, no blacks, no dogs. Caribbean migrants were not disillusioned as they organised the first West Indian Carnival in Britain (1959), but in May of that year a young man, Kelso Cochrane (from Antigua), was murdered. To this day the police have not brought anyone to justice. Undeterred, Carnival continued and took to the streets of Notting Hill in 1966. Today, it is the largest street festival in Europe, attracting over a million people over the weekend. The migrants who disembarked on 22 June 1948 from the Empire Windrush were not the first to settle in Britain. There has been a connection between the Caribbean and the UK for more than 400 years and the people in the former colonies still feel a 'closeness' with this country today. Over centuries their supplies and resources have enriched the UK, helping to make Britain the largest empire since Ancient Rome. African and Caribbean people have lived here during that time.

When Britain needed a helping hand during her war with Nazi Germany in 1939, the British appealed to the Caribbean people who responded positively. Thousands of men and women volunteered to come to this country to join the fight against Hitler, and many others served as merchant seamen. The Royal Air Force gained more recruits from the Caribbean than any other part of the British Empire, with around 400 flying as air crew, other volunteers served on the home front in a diversity of roles.

Introduction

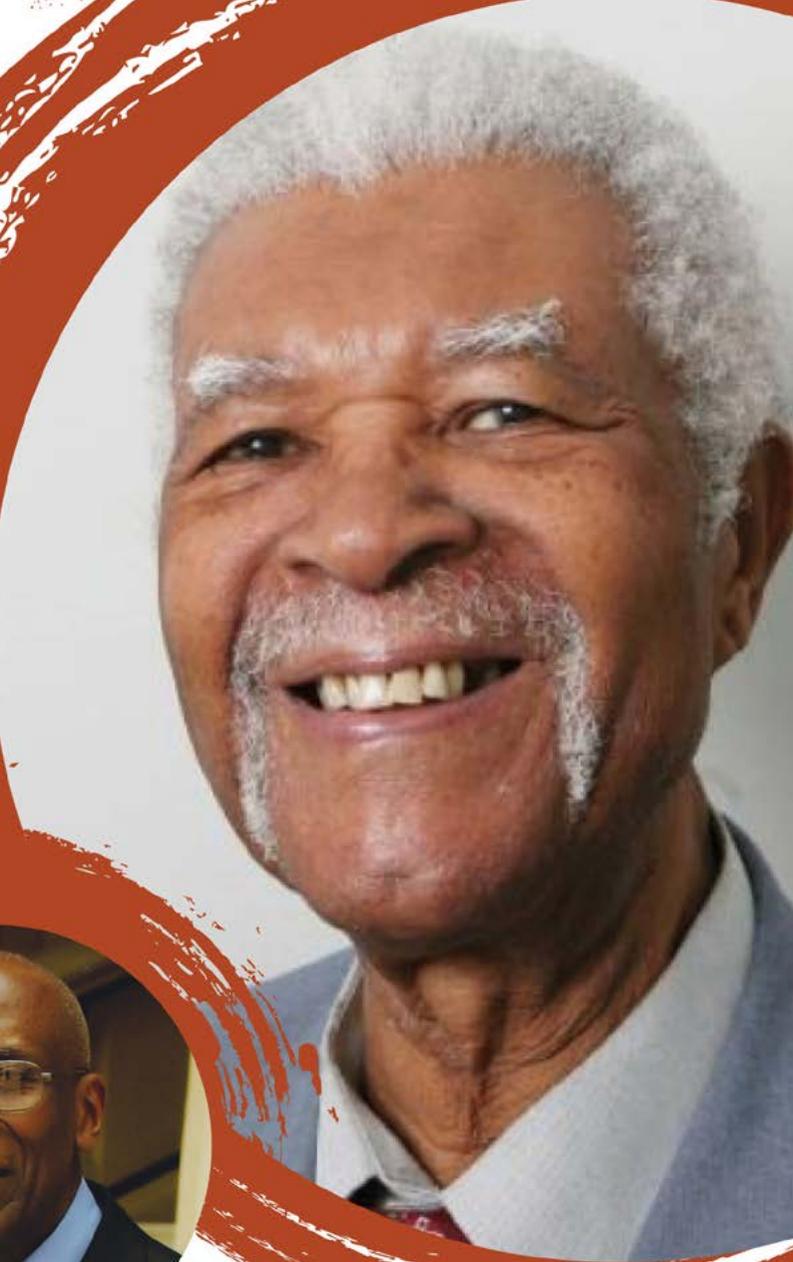
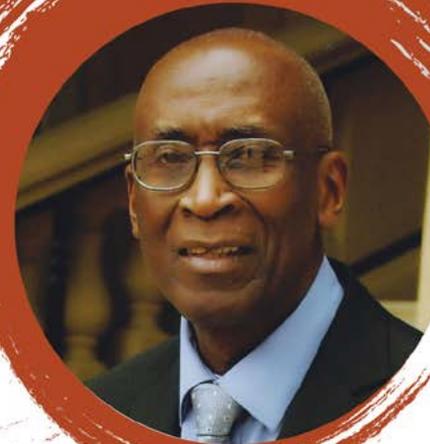
More than 600 Caribbean women served in the Auxiliary Territorial Service (ATS) in Britain, and it should be noted that there were many ATS personnel also serving in the Caribbean during WWII.

By the 1970s, Caribbean men and women were familiar and established people in the British population, and they had achieved more than mere survival. The Notting Hill Carnival is held in the same area where they had been attacked and pursued by angry crowds of 'teddy-boys', but the Carnival had begun as a celebration, a joyous all-inclusive testimony to the pleasure of sharing happiness. As it developed, it became clear that here was a Caribbean festival where everyone was welcome, and for everyone who wished to enjoy the occasion. Also, throughout the decades, the children of the 'Windrush pioneers' developed a 'black British culture' which is now part of a style shared by Africans, Asians, White and other youth alike. They have played vital roles in creating a new concept of what it means to be British. To be British in the present society implies a person who may also have their origins in Africa, the Caribbean, China, India, Greece, Turkey, Europe or anywhere else in the spectrum of nations.

The British national self-image has been thoroughly remodeled in a very short time. Seen against the deadly agonies associated with ethnic conflicts in other European countries and elsewhere, Britain offers the example of a nation that can live well together with a new and inclusive concept of citizenship. In a sense, the journey of the Windrush has never ended.



**Arthur Torrington CBE Director,
Windrush Foundation**



KS2 Lesson Plans Lesson 1



Hook

- Play Music - O Island in the Sun by Harry Belafonte
https://www.youtube.com/watch?v=H8Gbk4i41_M
- London is the Place for Me by Lord Kitchener - Optional
<https://www.youtube.com/watch?v=dGt21q1AjuI>

Learning Intention

- To use appropriate enquiry skills to locate the Caribbean Islands
- Developing place knowledge of the Caribbean
- Understand the links between Britain and parts of the Caribbean
- Making connections, contrasting and drawing conclusions

Key Question/s

- Where is the island in the song?
- What images are conveyed by the music?
- Where is the Caribbean Located?
- What do I know about the Caribbean region?
- What sources can be used to find out about the Caribbean region?
- When and why were African people enslaved in the Caribbean region?

Learning Activities

- Using music past and present to explore stereotypical views of the Caribbean and sharing knowledge of the region.
- Locate the islands and nations of the Caribbean on the World Map
- Locating and naming places in the Caribbean (Interactive Quiz)
- Caribbean Quiz
<https://online.seterra.com/en/vgp/3129>
- Learn and use key facts – capital, flag, symbols, currency, neighbouring islands
- Outline maps https://www.worldmapsonline.com/outline_maps.htm
- https://www.worldmapsonline.com/outline_maps.htm
- Identify and discuss the link between islands of the Caribbean and Britain and the reason for this relationship.

Vocabulary

- Caribbean
- West Indies
- Archipelago
- Windward Islands
- Leeward Islands
- Antilles
- Americas
- The Guianas
- Colonialism
- British Empire
- Transatlantic Slave Trade
- Population
- Independence
- National Identity
- Island
- Stereotype

Learning Outcome/Assessment

- Pupils will be able to:-
- Locate the Caribbean on a World Map and Globe
 - Name several islands in the Caribbean
 - Know some key geographical facts about those islands
 - Know that many people of Caribbean descent are of African origin.
 - Demonstrate understanding of and know the links between the islands, Britain and other European countries
 - Understand some abstract historical terms

KS2 Lesson Plans Lesson 2



Hook

- Portraits of people of African descent.
- Portraits sheet attached - Optional

Learning Intention

- To know that African-Caribbean people were present in Britain before the 1940s.
- To understand the methods of historical enquiry.
- To develop historical perspective about Britain's cultural diversity.

Key Question/s

- Were people of African descent in Britain before the 1940s?
- When did people of African and Caribbean descent begin to arrive and settle in Britain?
- Who were they and what did they do?
- What other historical source is available to answer these questions?
- What do these historical sources reveal about the life experiences and contributions to society achieved by the African and Caribbean people?

Learning Activities

- Looking closely at portraits and paintings, gathering clues about the past.
- Discuss the content of the portraits, tone, colour etc.
- Discuss emotions and attitudes conveyed.
- Try to identify the social status of the people in the portraits.
 - Roman Era – North African Emperor Septimus Severus
 - Henry V11's Court – trumpeter John Blanke
 - 18th century – Ignatius Sancho & Olaudah Equiano
 - Dido Elizabeth Belle
 - 19th century – Mary Seacole
 - Mary Prince
 - Sarah Bonetta
- Group freeze frame different portraits and photograph the frames for display
- Add footnotes, comments etc., to the photographs

Vocabulary

- Descent
- Origin
- Colonialism
- British Empire
- Transatlantic Slave Trade
- Slave/servant
- Population
- Diversity
- National Identity
- Island

Learning Outcome/ Assessment

- Able to use historical methods to find out about the past.
- Know and to be able to give evidence of the presence of people of African and Caribbean descent in Britain prior to 1948.
- Name and talk about the experiences and contribution made by black people in Britain before 1948

KS2 Lesson Plans Lesson 3



Hook

- Recruitment Poster Photographs of Black Military Personnel.

➔ https://www.google.com/search?q=recruitment+poster+for+caribbean+soldiers+to+fight+for+britain&rlz=1C2LDJZ_e nG-B498GB519&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwi-zt_Z1dXbAhXIAcAKHV1dB3UQsAQIJg&biw=1505&bih=705#imgsrc=F4UjBu2YtTVtLM:

➔ <https://goo.gl/images/MsfuF2>

➔ [M&tbid=K1wRbRU1BAoqDM&vet=1&w=1843&h=2764&hl=en-gb](https://www.google.com/search?q=recruitment+poster+for+caribbean+soldiers+to+fight+for+britain&rlz=1C2LDJZ_e nG-B498GB519&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwi-zt_Z1dXbAhXIAcAKHV1dB3UQsAQIJg&biw=1505&bih=705#imgsrc=F4UjBu2YtTVtLM:)

Learning Intention

- To know about the presence of African-Caribbean service men and women during the 2nd World War and the part they played.
- To understand the reason they served in the 2nd World War.
- To know the different branches of the armed forces involved in military campaigns.

Key Question/s

- Were African-Caribbean men and women living in Britain during the 2nd World War?
- Why did Britain ask men and women to come to Britain?
- Why did men and women in the Caribbean join the military?
- How many Caribbean men and women were recruited?
- How did they serve?
- What was military life like for Caribbean service men and women?
- What did they do at the end of the war?
- Why do some history books and films about the WWII. not include people of Caribbean origin?

Learning Activities

- Discuss the Recruitment Poster – what was the message? Who was being targeted and why?
- Watch 'Britain's Caribbean Heroes', paying attention to any unknown facts.
- Children should record facts from the film.
- Discuss and collate all the facts regarding Caribbean presence in the war.
- Discuss key questions with the children
- Draw conclusions based on the information.
- Display facts and conclusions.
- Study the profile of one of the former Caribbean servicemen and women who served in the British forces during WWII.
- Write a news report about the person studied or a headline for the front page of a self-selected paper.

Vocabulary

- Service men and women
- Mother Land
- Empire
- West Indian
- British Empire
- British West Indies Regiment (BWR)
- West India Regiment (WIR)
- Propaganda
- The West Indian ATS (Auxiliary Territorial Service)
- Women's Auxiliary Force
- Volunteers
- Colonial troops
- Colour prejudice and 'The Colour Bar'
- Racism
- The War Office
- The war effort

Learning Outcome/ Assessment

- Know that Caribbean men and women served in the 2nd and 1st World Wars.
- Make valid suggestions about why they served.
- Name some of the different branches of the armed forces.
- Know some facts about the 2nd World War.
- Know about a significant person of Caribbean descent who served in the 2nd World War.
- Draw conclusions about the absence of people of Caribbean descent from books and films.

KS2 Lesson Plans Lesson 3

Hook

Hook

- Recruitment Poster Photographs of Black Military Personnel.

↗ <https://images.google.co.uk/imgres?imgurl=https%3A%2F%2Fi.pimimg.com%2Foriginals%2F0f%2F39%2Fe6%2F0f39e6a5fab7c8e9d828d2f87a9678d2.jpg&imgrefurl=https%3A%2F%2Fwww.pinterest.co.uk%2Fpin%2F197947346096770038%2F&docid=JpqetbGu9nv->

↗ <https://images.google.co.uk/imgres?imgurl=https%3A%2F%2Fmedia.gettyimages.com%2Fphotos%2Frecruitment-poster-soliciting-black-soldiers-to-fight-for-the-union-picture-id1807294&imgrefurl=https%3A%2F%2Fwww.gettyimages.co.uk%2Fevent%2Finternational-day-for-the-abolition-of-slavery-74319705&docid=cJpqSXmCagAlUM&tbnid=5kbmAuuxxs8sOM&vet=1&w=596&h=1024&hl=en-gb>

KS2 Lesson Plans Lesson 4



Hook

- Footage of the Arrival of the Empire Windrush
- <https://www.youtube.com/watch?v=9F6lsLRdZ-o>
- <https://www.youtube.com/watch?v=6LBuMKx5s0o>
- https://www.youtube.com/watch?v=x_C8cJfZMZo

Learning Intention

- Develop chronologically secure knowledge and understanding of historical events.
- To develop knowledge and understanding of the factors/ life experiences which influence decisions and cause change.
- To interpret data, construct knowledge from a range of sources.

Key Question/s

- What do I already know about the people in photographs and footage?
- What was life like for people in the Caribbean after the war?
- When did the Empire Windrush arrive in Britain?
- Why was the arrival of the Empire Windrush such an important story?
- How many passengers travelled on the Empire Windrush and who were they?

Learning Activities

- Using the photographs and footage for discussion, reviewing and contrasting different perspectives of the same experience.
 - Discuss and formulate a list of reasons why ex-military personnel and others travelled to Britain and what life was like in the Caribbean at that time.
 - Explore the expectations of those arriving in the UK
 - Using available information:
 - Establish number, gender, age of passengers.
 - Their occupations
 - The route
 - Life on the ship
 - The passengers' final destination Look at passenger list.
- In groups to write a poem, or diary entry, which describes the excitement and anticipation of those passengers who were looking for and expecting a better life in the Mother Country.
- Design a commemorative stamp/bank note to celebrate this historic date and event.

Vocabulary

- Immigration
- Migration
- Emigration
- British Nationality
- First Generation
- Ethnic Minority
- Returnee
- Pioneers
- Prejudice

Learning Outcome/ Assessment

- Be able to give some reasons for the journey of the Empire Windrush,
- Know what life was like in the Caribbean for the men and women who travelled to Britain
- Know and understand factors which influenced the decisions made by people of the Caribbean and the political leaders in Britain

KS2 Lesson Plans Lesson 5



Hook

- Poster
 - No Irish, No blacks, No dogs.
- Attached

Learning Intention

- To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.
- To understand some of the relationships between different groups facing change.
- To explore feelings and emotions of British people towards the new arrivals.
- To explore the feelings and types of rejection migrants experienced after arriving in Britain by invitation.
- To know and understand the changing nature of Rules, laws and the justice system.

Key Question/s

- Where might a poster like this be used?
- What is the message being conveyed by this poster?
- Where else might the passengers who travelled on the Windrush encounter further rejection
- What might be the reason behind such behaviour?
- What could have been in place to prepare both groups for the changes they would experience?

Learning Activities

- Discuss the content of the poster and reasons why it could not be used today.
- Using the footage, identify some of the challenges faced by the people from the Caribbean.
- Where possible get the children to do some personal research to share with the class. They could, where possible, discuss the experiences of members of their families or their descendants who may be from that era, or were first immigrants in Britain or another country.
- Define some of the vocabulary associated with discrimination – racism, prejudice, stereotyping
- Ask the children to imagine themselves as landlords with a room to let - Design a poster to reflect their attitudes and current in today's multicultural Britain
- Explain their choices in the posters to the class

Vocabulary

- Racism
- Prejudice
- Injustice
- Inequality
- Legislation
- Discrimination Race Relations Board
- Anti-Racism
- Equal Opportunities
- Citizenship

Learning Outcome/ Assessment

- Able to identify some of the challenges faced by the people of the Caribbean as they arrived and tried to settle in Britain.
 - Able Identify some of the changes which have taken place to make it difficult to discriminate against new immigrants in Britain.
- (Some children may feel that discrimination is the same now as in the Windrush era. The posters which they design should assist them in identifying changes).

KS2 Lesson Plans Lesson 6



Hook

- A class photograph for children in Britain in 1948/50 and one of their class for comparison

↗ https://www.google.com/search?tbm=isch&q=class+photographs+of+school+children+1948&chips=q:class+photographs+of+school+children+1948,online_chips:vintage,online_chips:primary,online_chips:harrison+school&sa=X&ved=0ahUKEwjxu229NjbAhXLBsAKHR-8nAnsQ4IYINigO&biw=1500&bih=705&dpri=0.9

Learning Intention

- To identify how events from one time period affect another.
- To know and understand the legacy of the Windrush.

Key Question/s

- Look closely at the 1948 picture - What is your first impression?
- Look at the current class picture compare the two.
- What are the differences? and can you suggest reasons for these differences?
- How have the events from the Windrush period affected this country today? (Use the class pictures as a reference point).
- List any notable person of African or Caribbean descent whom you can name?
- In what ways did they help to bring about improvement to British society?
- What types of award or recognition have they received and why?

Learning Activities

- Discuss, compare and contrast a photograph of a 1948 class with a present age class photograph.
- Identify the changes.
- List reasons for changes making reference to the Empire Windrush passengers and previous lessons.
- Teacher to model the use of printed and outline sources to research and write non-fiction narrative about a British man or woman of Caribbean descent who have been publicly recognised for their achievements through an award, honour, prize, title or posthumous memorial.
- Highlighting - What has changed since the arrival of the men and women on the Empire Windrush and how that change has improved British society?
- Baroness Patricia Scotland QC
- Lord David Pitt
- Baroness Doreen Lawrence/ Baroness Lawrence of Clarendon, OBE
- Lord Herman Ouseley
- Rudy Narayan

Vocabulary

- Awards
- Recognition
- Legacy
- Commemoration
- Diversity
- Heritage
- Multiculturalism
- Equality
- Pioneer

Learning Outcome/ Assessment

- I learnt about the contributions some figures of African and Caribbean descent made to Britain
- I can name several historical figures from Africa and the Caribbean
- I can identify some changes to British society as a result of the migration of people of African and Caribbean descent to Britain.

Evaluation

- ⚓ Before I began the Windrush topic I already knew something about Caribbean history and culture. For example, I knew that...
- ⚓ One of the most enjoyable activities during this project was...
- ⚓ I was also interested to find out that...
- ⚓ I would be interested to learn more about...
- ⚓ It is very important to research historical information about people, places and events in the past because...

Cross Curricular Links

Spiritual, moral, social and cultural development Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. It is hoped that this study will go some way to achieving elements of this aspiration.



Guidance notes at KS2 for PSHE Theme 'Living in the Wider World' specifies:

- why and how rules and laws that protect themselves and others are made and enforced,
- why different rules are needed in different situations and how to take part in making and changing rules,
- to understand that everyone has human rights, all peoples and all societies that these universal rights are there to protect everyone and have primacy both over national law and family and community practices,
- to know that there are some cultural practices which are against British law and universal human rights..,
- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.



This topic:

- **provokes** challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong
- **develops** pupils' knowledge and understanding of the context of the world in which they live whilst fostering personal reflection
- **encourages** pupils to explore their own beliefs, in the light of what they learn, as they examine institutional and social ethics and express their responses
- **enables** pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society

- **teaches** pupils to develop respect for others and helps to challenge prejudice
- **prompts** pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society.

It encourages empathy, generosity and compassion

Skills to be acquired:

The intrapersonal skills required for self- management, i.e.,

- **Making decisions.** The interpersonal skills required for positive relationships in a wide variety of settings, i.e.,
 - Active listening
 - Empathy
 - Communication

Skills of enquiry, i.e.,

- Analysis
- Drawing and defending conclusions using evidence and not just assertion
- Evaluating social norms

Art and Design

- produce creative work, exploring their ideas and recording their experiences.



Understanding what they read, and discuss non-fiction books or texts, maintaining a positive attitude towards their reading.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Showing understanding of what they read by:

- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

Plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

British Values/Citizenship develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.



Humanities

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught to:

- **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**

- **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**

Maths

Compare durations of events [for example to calculate the time taken by particular events or tasks].

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

They should also understand the cycle of collecting, presenting and analysing data.

Glossary



A

African heritage

A person's heritage refers to the practices, traditions and customs that are passed on by members of their family (or inherited from earlier generations). If a person has ancestors from the African continent then they are described as having African heritage

Americas

The Americas are the countries of North and South America, considered together

Antilles

Antilles is the name for the groups of islands in the Caribbean Sea divided into subgroups. Greater Antilles and Lesser Antilles. Some of the largest islands in the Greater Antilles include Cuba, Hispaniola, Puerto Rico and Jamaica. The Lesser Antilles are located in the eastern area of the Caribbean Sea and include the islands of Antigua and Barbuda, Barbados, Dominica, Grenada, Guadeloupe, Martinique, St Kitts & Nevis, St Lucia and Trinidad and Tobago.

Anti-Racism

Anti-Racism is being opposed to the unfair treatment of people who belong to other races

Archipelago

An archipelago is the name for a group of islands

Auxiliary Troops

An auxiliary force is an organised group supplementing but not directly incorporated in a regular military or police entity. It may comprise either civilian volunteers undertaking support functions or additional personnel directly performing military or police duties, usually on a part-time basis

Awards

An Award is a prize or a sum of money that a person or organisation is given for an achievement

B

British Empire

An empire is a group of countries ruled by a single monarch or political authority. The British Empire consisted of Great Britain and the countries and territories that were governed and controlled by the British King or Queen as colonies, dominions, protectorates and other types of dependent territories from the early 17th century to the mid-20th century.

British Nationality

British Nationality is the official right to belong to Britain or being a citizen of Britain

C

Caribbean Sea

The Caribbean Sea is bounded by Mexico, and Central America to the west and south west, to the north by the Greater Antilles starting with Cuba, to the east by the Lesser Antilles, and to the south by the north coast of South America.

Glossary



Citizenship

Citizenship is having the legal rights of someone born in a particular country to be a member of a country, and also carrying out the duties and responsibilities of a member of that society

Colour Bar

Colour Bar is a social and legal system in which people of different races are separated and not given the same rights and opportunities

Colonialism

Colonialism is when a country takes control over the running of another country or group of countries. This type of political control involves occupying the colony or colonies with settlers, and exploiting the territory economically

Commemoration

Commemoration is something that is done to remember officially and give respect to a great person or event

D

Descent

Descent is the origin of people in your family background

Diversity

Diversity is the mixture of races and religions that make up a group of people or the fact of there being people of many different groups in society

Discrimination

Discrimination means treating someone unjustly or unfavourably. When someone is treated unfairly because of their appearance, age, skin colour, gender, sexuality, nationality, family background, level of education or religious beliefs, these are all different examples of discrimination.

E

Emancipation

Emancipation is the act of setting someone free from personal, legal, social or political restrictions for example from slavery.

Emigration

Emigration the process of leaving a country in order to live permanently in another country

Ethnic Minority

Ethnic Minority is a group of people of a particular race or nationality living in a country or area where most people are from a different race or nationality

Equality

Equality is the state of being equal and means that people have the same rights and opportunities as everyone else within society.

Equal Opportunity

This is the principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc

Glossary



G

Greater Antilles

The Greater Antilles is a grouping of the larger islands in the Caribbean Sea: Cuba, Hispaniola (containing Haiti and the Dominican Republic), Puerto Rico, Jamaica, and the Cayman Islands

Guianas, The

The Guianas is the collective name for a region in the north-east of South America which includes three countries: Guyana, Suriname and French Guiana.

H

Heritage

Heritage is the history, traditions, practices, etc. of a particular country, society, or company that exist from the past and continue to be important

I

Immigrant

Immigrant is a person who has come to a different country in order to live there permanently

Immigration

Immigration is the process of coming to a country in order to live in it permanently.

Independence

Independence means that a country is free to govern itself and is not controlled by any other nation. After emancipation from enslavement in the 19th century, Caribbean people continued to be governed by European nations such as Britain, France and the Netherlands. Most of the English-Speaking countries in the Caribbean region that were former British colonies achieved full independence and self-governance between the early 1960s and the 1980s

Inequality

Inequality is a lack of equality. When inequality exists between people it means that these individuals do not experience the same treatment or the same levels of justice and fairness in society

Injustice

This is a situation in which there is no fairness and justice

Island

An island is a piece of land completely surrounded by water

L

Leeward Islands

The Leeward Islands are located within the eastern area of the Caribbean Sea. As a group they include Antigua and Barbuda, St Kitts and Nevis, Montserrat, Guadeloupe and Dominica

Legacy

Legacy is money or property that you receive from someone after they die, it is also something that is a part of your history or that remains from an earlier time

Legislation

Legislation is another word for a law or set of laws suggested by a government and made official by a parliament

Glossary



Lesser Antilles

The Lesser Antilles (also known as Caribbees), is the name for the group of islands located in the eastern area of the Caribbean Sea, forming an arc between the Greater Antilles to the north-west and the continent of South America. The Lesser Antilles comprises the two sub-groups of islands known as the Windward and the Leeward islands.

M

Migration

Migration is the movement of people from one region to another and often back again, esp. according to the season of the year

Multiculturalism

Multiculturalism is the belief that different cultures within a society should all be given importance

N

Negro

Historically the word 'Negro' was used to describe any person of African heritage with a brown or dark skin complexion. This term (which also means black in Spanish) is no longer used today because it is considered to be an out dated form of offensive and derogatory racist language.

O

Origin

Origin is the beginning or cause of something, the place where something was made or came from, the place where a person was born

P

Pioneer

Pioneer is a person who is one of the first people to do something

Plantation

A plantation is an agricultural estate or large area of farmland on which crops such as sugar cane, tobacco or coffee are grown. Historically, plantations in the Caribbean region were very labour-intensive. Enslaved Africans were forced to live and work on these farms without pay or freedom to maximise the profits made from the sale of the crops overseas.

Prejudice

Prejudice is an unreasonable opinion, especially about a particular group of people, that is formed without thought or knowledge

Propaganda

Propaganda is information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinions

Glossary



R

Racism

Racism is the belief that people's qualities are influenced by their race and that the members of other races are not as good as the members of your own, or the resulting unfair treatment of members of other races

Rebellion

A rebellion is action taken to challenge and oppose the authority of a leader or dominant group of people. Rebellion can often take the form of violent resistance against an established leader or government.

Regiment

Regiment is a large group of soldiers, or (more generally) any large number of things or people

Resistance

Resistance is the refusal to accept or comply with an instruction that is considered to be unfair, unjust or unreasonable

S

Slave

The word 'slave' is used to describe an unfree person and 'slavery' is the state of being without freedom. Today the terms enslaved person and enslavement are considered to be more appropriate ways to describe the taking away of another person's freedom against their will

Stereotype

Stereotype is a set idea that people have about what someone or something is like, especially an idea that is wrong

T

Territorial Army

The Army Reserve (previously known as the Territorial Force, Territorial Army(TA) and the Territorial and Army Volunteer Reserve (TAVR) from 1920 to 2014) is the active-duty volunteer reserve force and integrated element of the British Army

Transatlantic Slave Trade

The Transatlantic Slave Trade was a global system of human trafficking that involved the violent kidnapping and transportation of millions of people from the African continent to the Americas to be sold as enslaved captives and then forced to work on plantations against their will. Historians estimate that more than 12 million African men, women and children were forcibly shipped across the Atlantic Ocean as a result of this system, while many more were taken captive but died before they were placed on ships. This system lasted from the 1500s to the 1880s.

W

West Indies

The 'West Indies' is a name given to the islands of the Greater Antilles and Lesser Antilles within the Caribbean Sea as well as those of Bermuda, The Bahamas, and Turks and Caicos Islands in the South Atlantic Ocean. The former British colonies of Guyana and Belize are also included.



Resources – Lesson 1

- 📌 Music – island in the sun
<https://www.youtube.com/watch?v=KFFIWtIDRqk>
- 📌 World Map –
School to provide Large Wall Map and/or the one in the Maps Folder
- 📌 Caribbean Quiz
<https://online.seterra.com/en/vgp/3129>



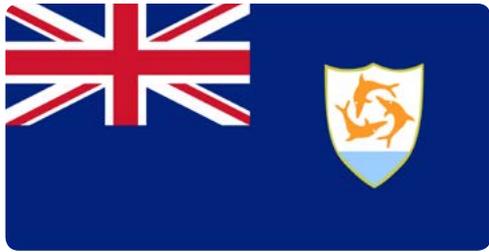
Resources – Lesson 1

Where in the world are the Caribbean Countries? Fact sheet

© Windrush Foundations 2018



Resources – Lesson 1 (Part 1 of 5) (WHAT ARE THE CAPITALS OF THE CARIBBEAN COUNTRIES?)



1. Anguilla

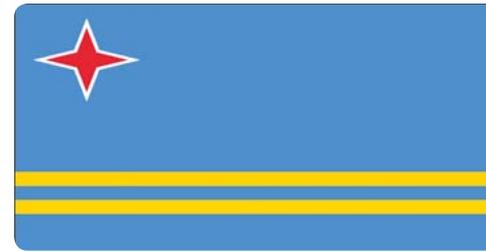
(Anguilla is a British overseas territory since 1980)

The capital city of Anguilla is **The Valley**



2. Antigua and Barbuda

The capital city of Antigua and Barbuda is **Saint John's**



3. Aruba

(Aruba is a constituent country of the Kingdom of the Netherlands)

The capital city of Aruba is **Oranjestad**



4. Bahamas

The capital city of Bahamas is **Nassau**



5. Barbados

The capital city of Barbados is **Bridgetown**



6. Bermuda

The capital city of Bermuda is **Hamilton**



7. Belize

The capital city of Belize is **Belmopan**



8. British Virgin Islands

Tortola | Virgin Gorda | Anegada | Jost Van Dyke

(BVI is a British overseas territory)

The capital city of Tortola (**Road Town**)

Anegada **n/a**

Virgin Gorda (**Spanish Town**)

Jost Van Dyke **n/a**

Resources – Lesson 1 (Part 2 of 5) (WHAT ARE THE CAPITALS OF THE CARIBBEAN COUNTRIES?)



9. Bonaire Caribbean Netherlands - also known as the BES islands are the three special municipalities of the Netherlands that are located in the Caribbean Sea. Consist of the islands of

The capital city of Bonaire is **Kralendijk**



9a. Saint Eustatius Caribbean Netherlands - also known as the BES islands are the three special municipalities of the Netherlands that are located in the Caribbean Sea. Consist of the islands of

The capital city of Saint Eustatius is **Oranjestad**



9b. Saba Caribbean Netherlands - also known as the BES islands are the three special municipalities of the Netherlands that are located in the Caribbean Sea. Consist of the islands of

The capital city of Saba is **The Bottom**



10. Cayman (Cayman Islands is a British Overseas Territory since 1962)

The capital city of Cayman is **George Town**



11. Cuba

The capital city of Cuba is **Havana**



12. Curaçao

The capital city of Curaçao is **Willemstad**



13. Dominica

The capital city of Dominica is **Roseau**



14. Dominican Republic

The capital city of Dominican Republic is **Santo Domingo**

Resources – Lesson 1 (Part 3 of 5) (WHAT ARE THE CAPITALS OF THE CARIBBEAN COUNTRIES?)



15. French Guiana

The capital city of French Guiana is **Cayenne**



16. Grenada

The capital city of Grenada is **Saint George's**



17. Guyana

The capital city of Guyana is **Georgetown**



18. Guadeloupe

(French overseas territory since 1946)

The capital city of Guadeloupe is **Basse-Terre**



19. Haiti

The capital city of Haiti is **Port au Prince**



20. Jamaica

The capital city of Jamaica is **Kingston**



21. Martinique

(French overseas territory since 1946)

The capital city of Martinique is **Fort de France**



22. Montserrat

(Montserrat is a British overseas territory established since 1632)

The capital city of Montserrat is **Brades**

Resources – Lesson 1 (Part 4 of 5) (WHAT ARE THE CAPITALS OF THE CARIBBEAN COUNTRIES?)



23. Puerto Rico

(Puerto Rico is a territory of the United States since 1898)

The capital city of Puerto Rico is **San Juan**



24. Saint Barthélemy

(Saint Barthélemy is an overseas collectivity of France since 2007, having been previously a French colony since 1648, exchanged with Sweden in 1784 and sold back to France in 1878)

The capital city of Saint Barthélemy is **Gustavia**



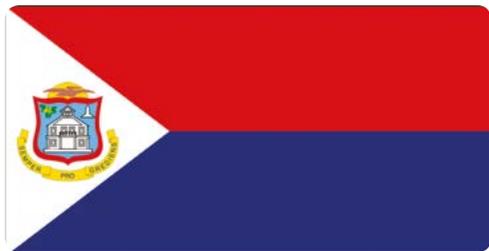
25. Saint Kitts and Nevis

The capital city of Saint Kitts and Nevis is **Basseterre**



26. Saint Lucia

The capital city of Saint Lucia is **Castries**



27. Saint Martin

(French overseas territory)

The capital city of Saint Martin is **Marigot**



28. Saint Vincent and the Grenadines

The capital city of Saint Vincent and the Grenadines is **Kingstown**



29. Saint Maarten

(Sint Maarten is a constituent country of the Kingdom of the Netherlands)

The capital city of Saint Maarten is **Philipsburg**



30. Surinam

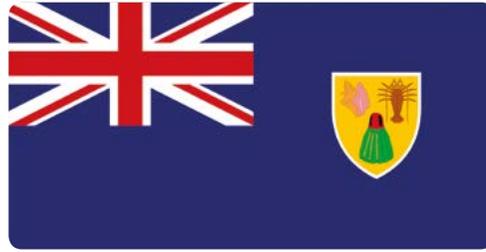
The capital city of Surinam is **Paramaribo**

Resources – Lesson 1 (Part 5 of 5) (WHAT ARE THE CAPITALS OF THE CARIBBEAN COUNTRIES?)



31. Trinidad and Tobago

The capital city of Trinidad and Tobago is
Port of Spain



32. Turks and Caicos Islands

(TCI are a British Overseas Territory)

The capital city of Turks and Caicos Islands is
Cockburn Town



33. United States Virgin Islands

USVI is a territory of the United States consisting of the islands:

Saint Croix
Saint John
Saint Thomas

The capital city of United States Virgin Islands is
Charlotte Amalie

CARIBBEAN HISTORY | CULTURE | CLIMATE

CARIBBEAN HISTORY

Life in the region changed forever when, in October, 1492, Christopher Columbus landed on the shores of the Bahamas. He also island-hopped and developed the first European settlement on the island that today is split between Haiti and the Dominican Republic. Columbus and his fellow conquistadores recognized the riches in the region and saw money when they gazed upon the bountiful seas and fertile land. They exploited both the natural resources and the native populations, claiming lands as their own and enslaving the people of Cuba, Puerto Rico, Jamaica, the Dominican Republic and other islands.

The English followed suit in the 17th century, claiming St. Kitts, Barbados, Antigua and other lands, and the French soon followed, claiming Guadeloupe and Martinique. The Dutch also wanted a piece of the Caribbean, settling St. Martin, Saba and Sint Eustatius. For the next two centuries, the Europeans battled for control of the islands, and possession frequently changed hands.

The colonial infighting between European powers created an opportunity for locals to fight for their own independence. Haiti led the way, declaring independence from its colonizer in 1804, and Cuba and the Dominican Republic followed, along with other smaller islands in the region. Some islands, such as Puerto Rico and Guadeloupe, still maintain strong neocolonial relationships with their parent nations.

CARIBBEAN CULTURE

Modern Caribbean culture has been heavily influenced by the culture and traditions of Europe, along with hints of African culture and others that have come to the islands through immigrant populations. These various waves of migration have formed a truly unique blend of cuisines, music, art, customs and traditions in the region.

One of the most recognisable aspects of Caribbean culture is the region's music. Although they have roots in both European and African culture, the sounds of reggae, meringue, calypso, rumba and zouk music are distinctly Caribbean. Although the Caribbean islands share aspects of a common culture, each nation offers something unique and distinct to visitors. For stunning scenery and luxury resorts, they head to the Cayman Islands. St. Kitts and Nevis attract with their seclusion and lively music festivals, the unique flair of Barbados combines horse races by day and calypso dancing at night, and the US Virgin Islands draw visitors with their plantation tours and unspoiled beaches.

CARIBBEAN HISTORY | CULTURE | CLIMATE



CARIBBEAN CLIMATE

The sun always shines on the region, and many travellers are attracted to the balmy tropical climate when winter strikes their home countries. The temperatures do not vary much throughout the year, with average temps of between 75 and 85 degrees Fahrenheit regardless of season. Trade winds make days and nights relatively comfortable, but humidity can be high year-round. The rainy season arrives in autumn, and hurricane season spans June through November, but satellite forecasts now give plenty of warning so that precautions can be taken during a storm. Truly a year-round destination, there really is never a bad time to visit the Caribbean.

The pleasant weather is one of the reasons that tourism has become a key industry for the Caribbean economy. Millions of people come to the islands every year, but other major industries include textile, clothing and electronics manufacturing and oil refining and production.

GREATHER ANTILLES

- Cayman Islands
- Cuba
- Dominican Republic
- Haiti
- Jamaica
- Puerto Rico

LEEWARD ANTILLES

- Aruba
- Bonaire
- Curaçao
- Federal Dependencies of Venezuela

LEEWARD ISLANDS

- Anguilla
- Antigua and Barbuda
- British Virgin Islands
- Guadeloupe
- Montserrat
- Saba
- Saint Barthélemy
- Saint Martin
- U.S. Virgin Islands
- Saint Kitts and Nevis
- Sint Eustatius
- Sint Maarten

WINDWARD ISLANDS

- Dominica
- Grenada
- Martinique
- Saint Lucia
- Saint Vincent and the Grenadines

OTHER ISLANDS

- Barbados
- Bahamas
- Trinidad and Tobago
- Turks and Caicos Islands

CONTINENTAL COASTS BELIZE

- Bermuda
- Colombia
- Costa Rica
- French Guiana
- Guatemala
- Guyana
- Honduras
- Mexico
- Nicaragua
- Panama
- Suriname
- Venezuela

TERRITORIES

⚓ The territories that were originally part of the British West Indies are (date of independence, where applicable, in brackets):

- The Bahamas (1973)
- Barbados (1966)
- Belize (formerly British Honduras) (1981)
- Bermuda (British overseas territory)
- British Leeward Islands
- Anguilla (British overseas territory)
- Antigua and Barbuda (1981)
- British Virgin Islands (British overseas territory)
- Dominica (1978)
- Montserrat (British overseas territory)
- Saint Kitts and Nevis (1983)
- British Windward Islands
- Grenada (1974)
- Saint Lucia (1979)
- Saint Vincent and the Grenadines (1979)
- Cayman Islands (British overseas territory)
- Guyana (formerly British Guiana) (1966)
- Jamaica (formerly Colony of Jamaica) (1962)
- Trinidad and Tobago (1962)
- Turks and Caicos Islands (British overseas territory)



LIST OF CARIBBEAN COUNTRIES BY POPULATION

List of Caribbean countries by population

This list of Caribbean countries and dependent territories is sorted by the mid-year normalized demographic projections. Inland and island countries in the Caribbean region, even if technically not in the Caribbean Sea itself, are included. Some lists include Bermuda, which is located about 1,000 miles from any Caribbean island, and Belize. For related lists, see Caribbean-related below.



Rank	Country (or dependent territory)	(2015 - 2016) UN Estimate
1	 Cuba	11,239,114
2	 Haiti	10,911,819
3	 Dominican Republic	10,075,045
4	 Puerto Rico (US)	3,411,307
5	 Jamaica	2,729,112
6	 Trinidad and Tobago	1,353,895
7	 Guadeloupe (France)	395,725
8	 Martinique (France)	376,847
9	 Bahamas	373,480
10	 Barbados	274,633
11	 Saint Lucia	172,818
12	 Curaçao (Kingdom of the Netherlands)	159,663
13	 Aruba (Kingdom of the Netherlands)	110,292

LIST OF CARIBBEAN COUNTRIES BY POPULATION

List of Caribbean countries by population



Rank	Country (or dependent territory)	(2015 - 2016) UN Estimate
14	 Saint Vincent and the Grenadines	110,255
15	 United States Virgin Islands (US)	104,977
16	 Grenada	110,566
17	 Antigua and Barbuda	99,923
18	 Dominica	73,162
19	 Cayman Islands (UK)	59,054
20	 Saint Kitts and Nevis	54,288
21	 Sint Maarten (Kingdom of the Netherlands)	38,750
22	 Turks and Caicos Islands (UK)	37,910
23	 Saint Martin (France)	36,457**
24	 British Virgin Islands (UK)	29,151
25	 Caribbean Netherlands (Kingdom of the Netherlands)	24,570
26	 Anguilla (UK)	14,723
27	 Saint Barthélemy (France)	9,417**
28	 Montserrat (UK)	5,045
29	 Belize	359,288
30	 French Guiana	262,527
31	 Guyana	741,962
32	 Bermuda	62,003
33	 Suriname	553,208

Total Caribbean Population: 44,397,112

Source: 1. [UN Population and Vital Statistics Report \(January 2018\)](#) 2. **UN Stats (January 2013)



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)

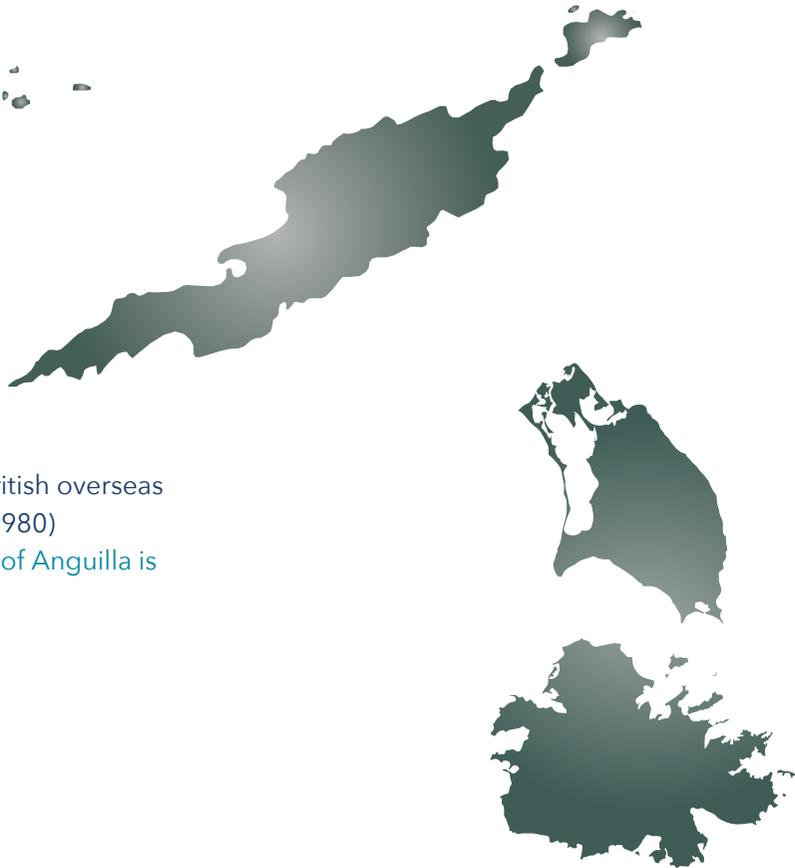


1. Anguilla

(Anguilla is a British overseas territory since 1980)

The capital city of Anguilla is

The Valley



2. Antigua and Barbuda

The capital city of Antigua and Barbuda is

Saint John's



3. Aruba

(Aruba is a constituent country of the Kingdom of the Netherlands)

The capital city of Aruba is

Oranjestad



4. Bahamas

The capital city of Bahamas is

Nassau



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)



5. Barbados

The capital city of Barbados is **Bridgetown**



6. Bermuda

The capital city of Bermuda is **Hamilton**



7. Belize

The capital city of Belize is **Belmopan**



8. British Virgin Islands

**Tortola | Virgin Gorda |
Anegada | Jost Van Dyke**

(BVI is a British overseas territory)

The capital city of
Tortola (**Road Town**)

Anegada **n/a**

Virgin Gorda (**Spanish Town**)

Jost Van Dyke **n/a**



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)



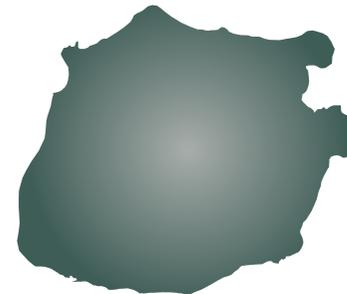
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10. Cayman (Cayman Islands is a British Overseas Territory since 1962)
The capital city of Cayman is **George Town**



9b. Saba Caribbean Netherlands - also known as the BES islands are the three special municipalities of the Netherlands that are located in the Caribbean Sea. Consist of the islands of
The capital city of Saba is **The Bottom**



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)



11. Cuba

The capital city of Cuba is
Havana



14. Dominican Republic

The capital city of Dominican Republic is
Santo Domingo



12. Curaçao

(Cayman Islands is a British Overseas Territory since 1962)

The capital city of Curaçao is
Willemstad



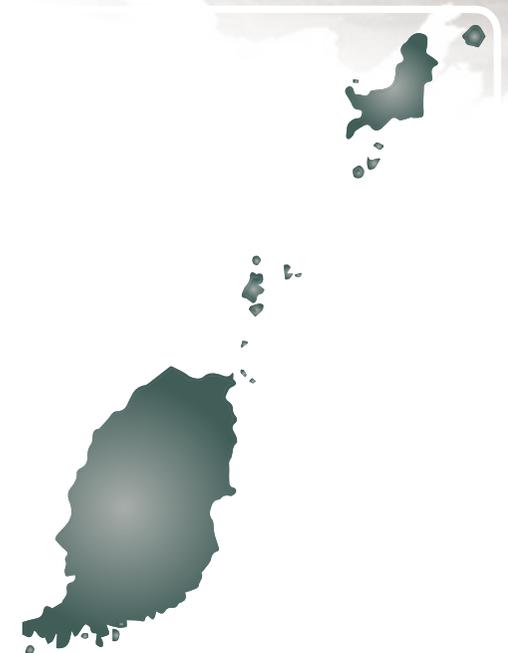
13. Dominica

The capital city of Dominica is
Roseau



15. French Guiana

The capital city of French Guiana is
Cayenne



16. Grenada

The capital city of Grenada is
Saint George's



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)



17. Guyana

The capital city of Guyana is **Georgetown**



19. Haiti

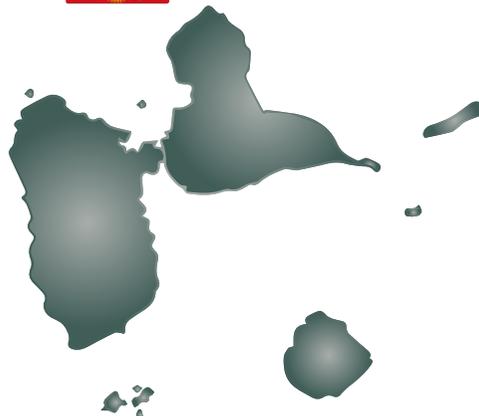
The capital city of Haiti is **Port au Prince**



18. Guadeloupe

(French overseas territory since 1946)

The capital city of Guadeloupe is **Basse-Terre**



20. Jamaica

The capital city of Jamaica is **Kingston**



21. Martinique

(French overseas territory since 1946)

The capital city of Martinique is **Fort de France**



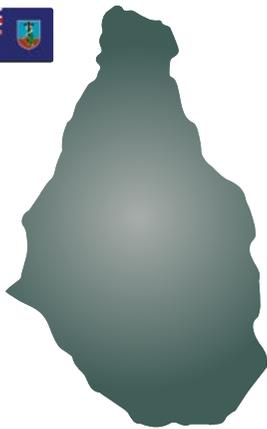
Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)

22. Montserrat

(Montserrat is a British overseas territory established since 1632)

The capital city of Montserrat is

Brades



23. Puerto Rico

(Puerto Rico is a territory of the United States since 1898)

The capital city of

Puerto Rico is

San Juan



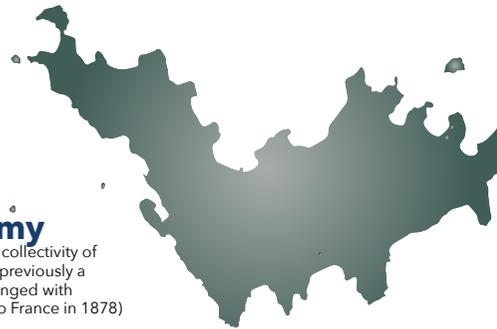
24. Saint Barthélemy

(Saint Barthélemy is an overseas collectivity of France since 2007, having been previously a French colony since 1648, exchanged with Sweden in 1784 and sold back to France in 1878)

The capital city of Saint

Barthélemy is

Gustavia



25. Saint Kitts & Nevis

The capital city of Saint Kitts & Nevis is

Basseterre



27. Saint Martin

(French overseas territory)

The capital city of

Saint Martin is

Marigot

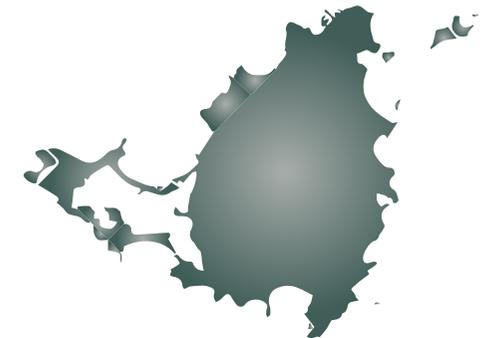


26. Saint Lucia

The capital city of

Saint Lucia is

Castries



Digital Mapping - Maps of individual Caribbean Islands (MAPS NOT TO SCALE)



28. Saint Vincent and the Grenadines

The capital city of Saint Vincent and the Grenadines is **Kingstown**



29. Saint Maarten

(Sint Maarten is a constituent country of the Kingdom of the Netherlands)

The capital city of Saint Maarten is **Philipsburg**



30. Surinam

The capital city of Surinam is **Paramaribo**



31. Trinidad and Tobago

The capital city of Trinidad and Tobago is **Port of Spain**



32. Turks and Caicos Islands

(TCI are a British Overseas Territory)

The capital city of Turks and Caicos Islands is **Cockburn Town**



33. United States Virgin Islands

USVI is a territory of the United States consisting of the islands:

Saint Croix
Saint John
Saint Thomas

The capital city of United States Virgin Islands is **Charlotte Amalie**



IT – Caribbean Quiz - Quiz 1-4



CARIBBEAN | COUNTRIES



IT – Caribbean Quiz - Quiz 1-4



CARIBBEAN | COUNTRIES



IT – Caribbean Quiz - Quiz 1-4



CARIBBEAN | COUNTRIES

1 _____	9 _____	17 _____
2 _____	10 _____	18 _____
3 _____	11 _____	19 _____
4 _____	12 _____	20 _____
5 _____	13 _____	21 _____
6 _____	14 _____	22 _____
7 _____	15 _____	23 _____
8 _____	16 _____	24 _____

IT – Caribbean Quiz - Quiz 1-4



CARIBBEAN | COUNTRIES

1 Cuba	9 US Virgin Islands	17 Martinique
2 Cayman Islands	10 British Virgin Islands	18 Saint Lucia
3 Bahamas	11 Anguilla	19 Saint Vincent and the Grenadines
4 Jamaica	12 Saint Kitts and Nevis	20 Grenada
5 Haiti	13 Antigua and Barbuda	21 Trinidad and Tobago
6 Turks and Caicos Is.	14 Montserrat	22 Barbados
7 Dominican Republic	15 Guadeloupe	23 Curaçao
8 Puerto Rico	16 Dominica	24 Aruba

Pictures of the Caribbean Pre-1948



- **Credit:** International Slavery Museum in Liverpool

Pictures of the Caribbean Pre-1948



- **Credit:** International Slavery Museum in Liverpool

Pictures of the Caribbean Pre-1948



- **Credit:** International Slavery Museum in Liverpool

Pictures of the Caribbean Pre-1948



- **Credit:** International Slavery Museum in Liverpool

Pictures of the Caribbean Pre-1948



- **Credit:** International Slavery Museum in Liverpool



Resources – Lesson 2

📌 **The National Archives Black Presence (1500-1850)**
<https://www.youtube.com/watch?v=KFFIWtIDRqk>

📌 **The Guardian's interactive Black History Timeline (2008)**

Reconstructing the Black Image by Gordon de la Mothe (Trentham Books 1992) and art historian Temi Odumosu's web portal
The image of Black –

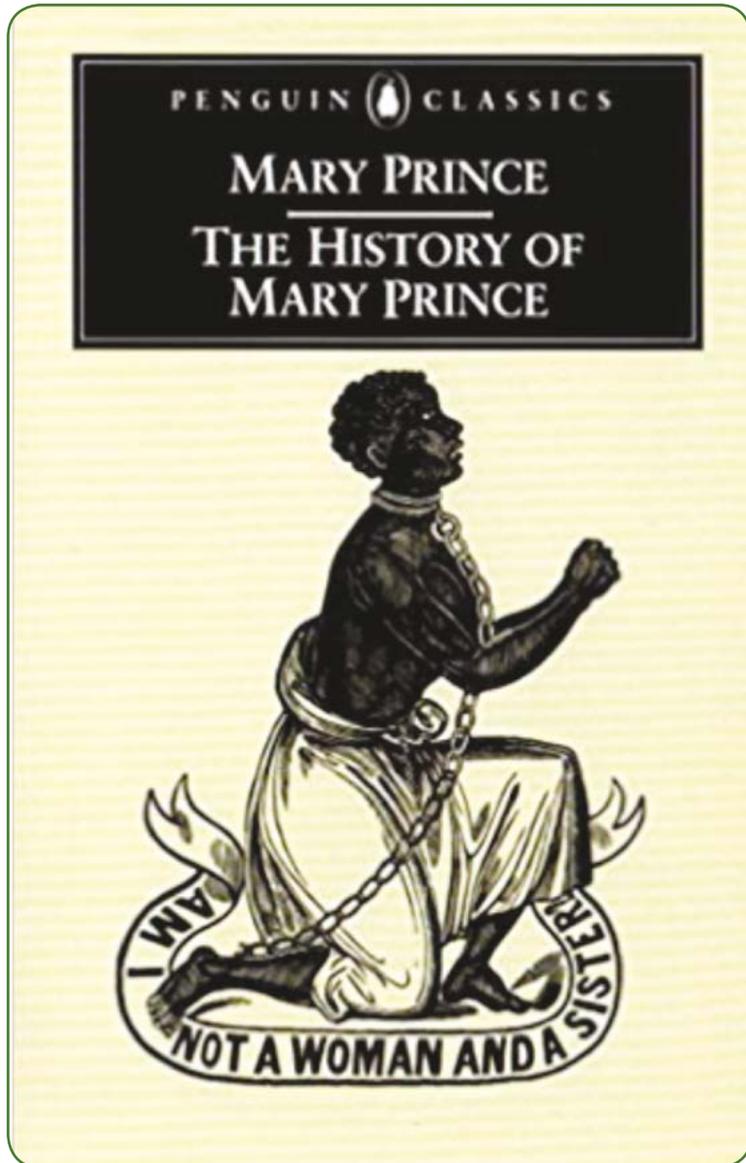
www.theimageofblack.com

📌 **Evening Standard Video Exhibition at the National Portrait Gallery**

<https://www.standard.co.uk/go/london/exhibitions/photographs-oblack-britons-in-1800s-uneearthed-after-125-years-reveal-rich-and-diverse-black-a3251531.html>



Resources – Lesson 2



- **Title:**
Mary Prince
- **Credit:**
**Cover of the
Penguin Classic (2000)**



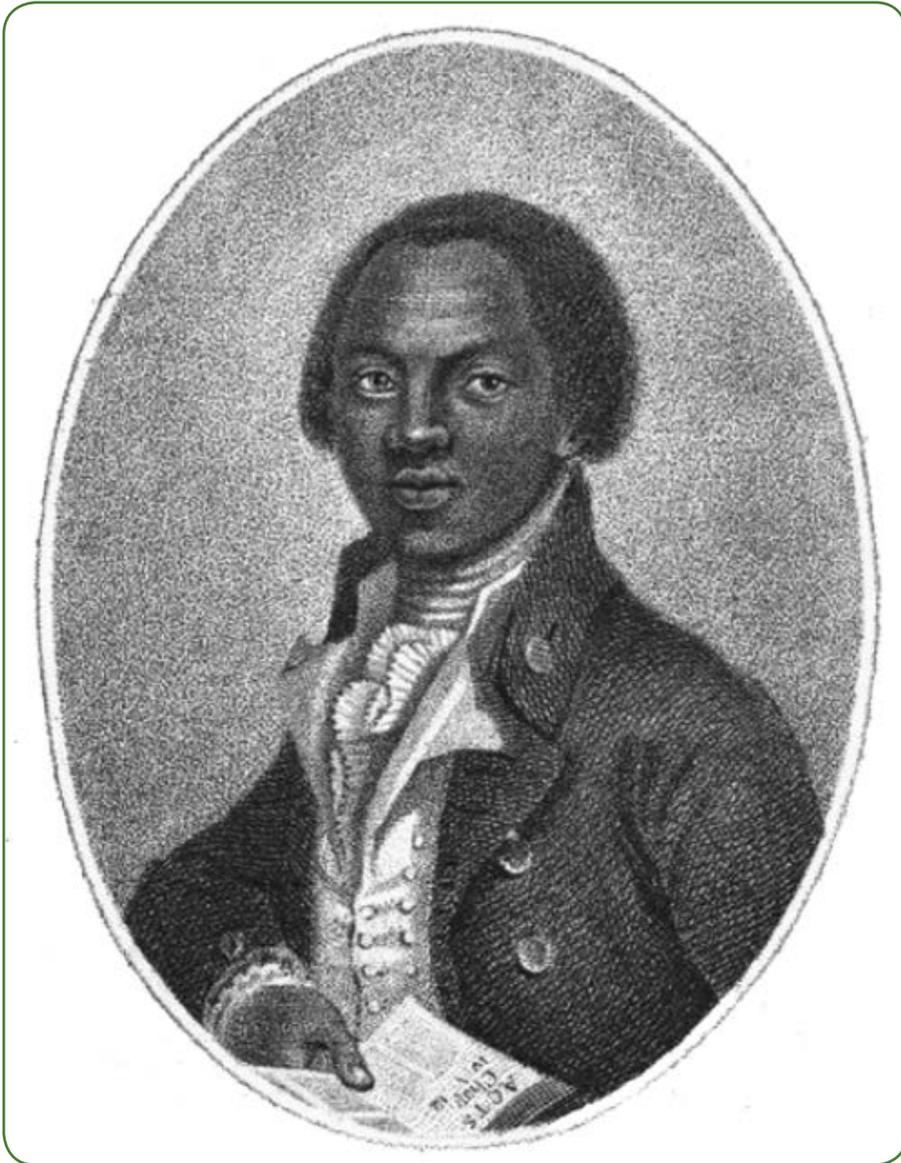
Resources – Lesson 2



- **Title:**
Mary Seacole
- 19th century
- **Credit:**
https://en.wikipedia.org/wiki/Mary_Seacole#/media/File:Seacole_-_Challen.jpg



Resources – Lesson 2



- **Title:**
Olaudah Equiano
- **Credit:**
https://en.wikipedia.org/wiki/Olaudah_Equiano#/media/File:Olaudah_Equiano,_frontpiece_from_The_Interesting_Narrative_of_the_Life_of_Olaudah_Equiano.png



Resources – Lesson 2



- **Title:**
Ignatius Sancho
- **Credit:**
<https://www.artuk.org/discover/artworks/ignatius-sancho-235106>
235106manyheadedmonster.wor



Resources – Lesson 2



- **Title:**
Trumpeter
John Blanke
Henry V11's Court

- **Credit:**
<https://manyheadedmonster.wordpress.com/2015/07/27/john-blanke-henry-viiiis-black-trumpeter-petitions-for-a-back-dated-pay-increase-2/>



Resources – Lesson 2



- **Title:**
Septimius Severus
Museo Capitolino inv. MC471
- **Credit:**
www.flickr.com/photos/bstorage/4282014387/in/photostream/



Resources – Lesson 2



- **Title:**
James Drummond,
2nd titular
Duke of Perth,
1673 - 1720.



Resources – Lesson 2



- **Title:**
**Princess
Henrietta
of Lorraine
1611-1660**



Resources – Lesson 2



- **Title:**
Dido
Elizabeth
Belle
1761-1804



Resources – Lesson 2



- **Title:**
Painting of
Dido Elizabeth
Belle (l)
1761-1804
and her cousin
Elizabeth
Murray (r).
1760-1825



Resources – Lesson 2



- **Title:** Anti-Slave Squadron. A newly freed enslaved child clings to the leg of a sailor who may well have been a recaptured enslaved person himself (reproduced by permission of Leslie Braine-Ikomi)



Resources – Lesson 2



- **Title:**
**A portrait
of James
Pinson Labulo
Davies and Sara
Forbes Bonetta**



Resources – Lesson 2

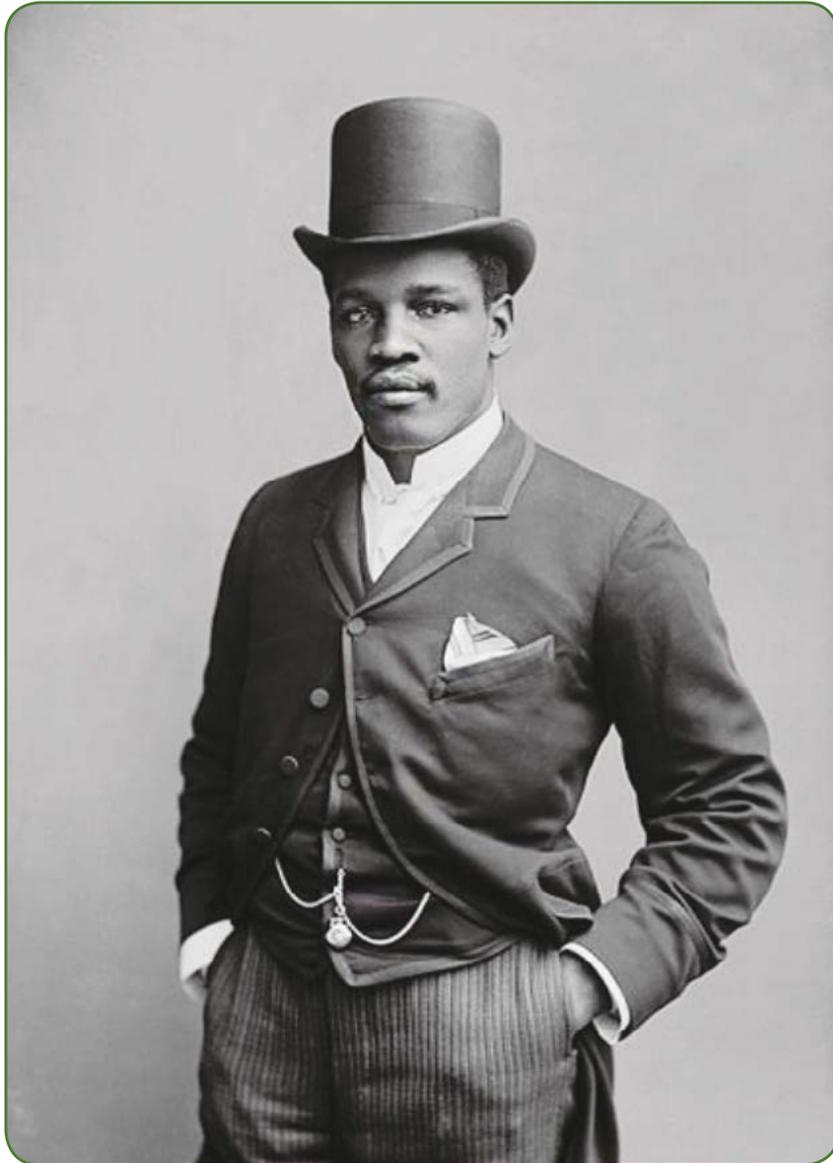


- **Title:**
Sarah Forbes Bonetta was captured during a slave hunt in Africa and was later given to Queen Victoria as a gift, aged just eight years old (Sarah Forbes Bonetta (Sarah Davies), by Camille Silvy, 1862
© National Portrait Gallery, London)

- **Credit:**
<http://www.dailymail.co.uk/news/article-3565234/Before-Windrush-Fascinating-pictures-black-faces-famous-British-life-long-West-Indians-arrived-1948.html#ixzz5ERtYILyv>



Resources – Lesson 2



- **Title:**
Champion Jamaican Boxer Peter Jackson (by London Stereoscopic Company, 1889)
- **Credit:**
<http://www.dailymail.co.uk/news/article-3565234/Before-Windrush-Fascinating-pictures-black-faces-famous-British-life-long-West-Indians-arrived-1948.html#ixzz5ERqxsC6M>



Resources – Lesson 2



- **Title:**
Singers Albert Jonas and John Xiniwe of the African Choir, pose with an early camera.
(by Albert Jonas and John Xiniwe of the African Choir, by the London Stereoscopic Company in 1891)
- **Credit:**
<http://www.dailymail.co.uk/news/article-3565234/Before-Windrush-Fascinating-pictures-black-faces-famous-British-life-long-West-Indians-arrived-1948.html#ixzz5ERqjwjcA>

Resources – Lesson 2



- **Title:**
Two artists from The African Choir seen in 1891, a group of entertainers from South Africa who toured Britain between 1891-93.
- **Credit:**
Courtesy of © Hulton Archive / Getty Images / London Stereoscopic Company

Resources – Lesson 2



- **Title:**
Ndugu M'hali the African personal servant and later adopted son of explorer of Henry Morton Stanley.
- **Credit:**
<http://www.dailymail.co.uk/news/article-3565234/Before-Windrush-Fascinating-pictures-black-faces-famous-British-life-long-West-Indians-arrived-1948.html#ixzz5ERrJOBqa>



Resources – Lesson 2



- **Title**
Pan African Conference
Manchester 1945



Resources – Lesson 2

References

- 📌 **Staying Power by Peter Fryer (Pluto 1984)**
- 📌 **The Oxford Companion to Black British History (OUP, 2007)**





Resources – Lesson 3

- 📌 **Calling the West Indies**
<https://www.youtube.com/watch?v=DcLkGHpw7nY>
- 📌 **Footage - Britain's forgotten war heroes**
<http://www.bbc.co.uk/news/uk-32703753>
- 📌 **Caribbean Participants in World War 2**
<http://www.mgtrust.org/car2.htm>



Resources – Lesson 3 - The War Years



- **Credit:** Liverpool Museum

Resources – Lesson 3



Marcus Bailey

Marcus Bailey was a Barbadian seaman born in Bridgetown in 1883 who served on no less than 34 merchant and fishing vessels before receiving his seaman's certificate in 1912. He was married in Fleetwood in 1913 and later found his way to Liverpool, where his three children were born. In 1916 Bailey joined the crew of HMS *Chester* as an able seaman.

HMS *Chester* entered service as part of the 3rd Battle Cruiser Squadron in May 1916, just three weeks before the Battle of Jutland. Marcus Bailey survived the war but died at the age of 44, leaving a young family that was later to have a history of service to their country in both the Merchant Navy and the RAF during the Second World War.

- **Title:**
Marcus Bailey
- **Credit:**
Liverpool Museum

Resources – Lesson 3

The Black Presence in Britain

<https://blackpresence.co.uk/caribbean-women-in-ww2/>

Hello West Indies

<http://www.caribbeanaircrew-ww2.com/>

There were no parades for us

<https://www.theguardian.com/uk/2002/nov/06/britishidentity.military>

The veterans' stories feature in the BBC Four documentary, Fighting for King and Empire: Britain's Caribbean Heroes, which airs at 21:00 BST on 13 May. It is based on the film, Divided by Race, United in War and Peace, by the-latest.com.

Britain's Caribbean Heroes will broadcast on BBC World News on Saturday 6 and Sunday 7 August 2016.

Eight Windrush Pioneers

Eight Key Windrush Pioneers have been considered as our possible main characters who will be used as a reference point for different themes throughout the topic. These include (but please note that they are not fixed, so other individuals could be used if it was felt that they were a better fit):



Resources – Lesson 3

📌 NORMA BEST

In 1944, Britain appealed to her colonies for assistance and one of the smallest was British Honduras (now Belize) responded. Norma Best (nee Leacock) was among those who volunteered. She was 20 at the time.

With five other Auxiliary Territorial Service recruits, she sailed for Jamaica where they received initial training. Then they were off to New Orleans, and after receiving their uniforms, they travelled to New York before sailing on the Queen Mary to Britain.

After military training at Guilford, Surrey, she wanted to be a driver, as her father was during the First World War. Dressed in uniform, driving around in a Jeep, it would have been an ideal opportunity, but that was not to be. She attempted but could not cope with the cold weather, and so she opted to do administrative work in the office. She served in Preston, and was then posted to Derby. She was in London in May 1945 when the war ended and attended the parties held on the Embankment.

The celebrations lasted for a while. Thousands of people were singing and dancing and there were lots of fireworks. The following year Norma took the opportunity of studying to be a Primary School teacher at Durham University. Just after qualifying in 1947, she was told that she had to return to British Honduras, in spite of the fact that a job had been offered to her at a school in Cambridge.



Norma returned to the UK in the 1950's and was employed as a teacher. In the 1970's she became the Head teacher of a Primary School in the London Borough of Brent.

(WOMEN, WWI & WWII, WINDRUSH, EDUCATION)



Resources – Lesson 3

📌 CONNIE MARK

Born and brought up in Kingston with her sister, mother and father, Connie Mark (nee McDonald) was 16 when World War Two was declared. At the age of 21 she joined the Auxiliary Territorial Service (ATS), and served in Jamaica as a medical secretary to the assistant director of medical services. She said it was a difficult job because she had to be on call 24 hours a day. As a child she had always hated hospitals, and found working in one initially off putting. Her duties included typing up the medical reports of those people who had been injured in the war, documenting the horrific injuries sustained from bombings and combat. She remembered, “Having to type the medical reports really brought home what war was to me – I was 21; I was still in my formative years.” After six months, she was promoted to Lance Corporal, and six months after that to Corporal.

ATS women in Jamaica were not compelled to live in barracks; living at home meant that Connie didn't experience the military life in its entirety, but, like others, she had to march every day before doing her duties. The general mood was that Britain would win the war.

Connie also remembered the day the war ended as a great relief. “VE Day was marvellous, everybody was happy, 'cause as far as we were concerned, the war was finished. Everybody was happy. Everybody just jumped up and down; the war was over, and it meant that no more of our people would be killed. We had parties,

and everybody took it as an excuse to have a party, a drink up and get stone-blind drunk. I didn't use to drink those days; I just went to all the parties that there were.

She settled in Britain during the 1950s, and worked as a Medical Secretary. One of the highlights in her community work was the outstanding contribution she made for keeping alive the memories of Mary Seacole.

(WOMEN, WWII, COMMUNITY)



Resources – Lesson 3

📌 LUCILDA HARRIS

Lucilda was born in Jamaica, and at the age of 31 was one of the few women passengers who travelled to England on the Empire Windrush in May/June 1948.

She had married a tailor who migrated to England in 1947, and he had saved enough money to send for her. He and his brother met her when she landed at Tilbury Docks, Essex on 22 June 1948. It was a surprise to her when she was told that he would be taking her to live in just one room. Although she was not happy about that, she was very glad to be with him again. Soon afterwards, he bought her a fur coat, which she wore for more than fifty years.

They were among many West Indians who settled in Brixton, near the marketplace. She said, "I tell you that when I came here there were hardly many buildings standing, and far as you can see the Germans' bombs had caused much destruction in London." She and her husband raised a family of five children, three boys and two girls.

Lucilda and her husband contributed to the community in Brixton, and played their part in making it a pleasant place in which to live, helping other migrants after they arrived in the 1950's.

(WOMEN, WINDRUSH, COMMUNITY)



Resources – Lesson 3

📌 MONA BAPTISTE - (1926—1993)

Mona Baptiste was born in Trinidad on 21 June 1926. When she embarked on the Empire Windrush she had already made something of a name for herself on Trinidad as a singer and no doubt she set off for England with high hopes of building a career, hopes that were to prove well founded. She set sail as a 21 year old and arrived at Tilbury Docks on 22 June, the day just after age 22.

She declared her occupation as 'clerk' but her musical ambitions were not very well disguised as a Daily Mirror article of 23 June referred to her as a 'singer and saxophonist'. On 9 August, barely six weeks after disembarking at Tilbury, she and fellow Windrush passenger and Trinidadian, Lord Beginner, appeared on the BBC's Light Programme with Stanley Black and his Dance Orchestra. From then on she made regular appearances in concerts up and down the country and continued to perform regularly on the radio on shows such as "Variety Bandbox". In 1951 she secured her first acting role, in a play called 'Tiger Bay.'

Over the course of her career she sang on many records, singing in English, French, German and Spanish, she played the saxophone too and was to appear in films as well (the IMDb site credits her with appearances in a total of 15). IMDb also lists a whole string of appearances on TV, including: 'Six Five Special' (in 1958); 'Oh Boy' (1959); and even 'The Ken Dodd Show' (1961) when she was billed as 'the international singing star who appears in the Ken Dodd Show at 7.15 on BBC.'



In March 1951 she married for the first time in Westminster, London. Mona and her husband lived together in Germany for many years and had one son, Marcel. The move to Germany did nothing to hinder her career and she appeared in many films from 1953 ('*Spiel mit dem Gluck*' ['Play with Luck']) through to 1981 ('*So schön wie heute, so mußt es bleiben*' ['As beautiful as it is today, it must stay that way']).

Following the death of her first husband she re-married and moved to Dublin where she died on 25 June 1993. She is buried in Deansgrange Cemetery, Dublin, under the name Mona Baptiste Morrison



Resources – Lesson 3

📌 SAM KING MBE

Born in Jamaica in 1926, Samuel King worked with his father on the family farm with every intention of eventually taking over after his dad retired.

When war was declared, he was a schoolboy interested in everything that was going on in Britain and Europe.

In 1944, he responded to a Royal Air Force advertisement in The Gleaner newspaper for volunteers. Having passed a series of tests soon afterwards, he and other volunteers received intensive training in Kingston before travelling to England. Sailing along the American coastline, past Newfoundland and then cutting across to the British Isles, they evaded German submarines and experienced a cold that few of them had ever felt, and would never forget.

After three months of training at Filey, Yorkshire, the men were split up into categories for ground crew training – Sam was posted to the fighter station RAF Hawkinge, near Folkestone, and served as an engineer. He had heard from good sources that if Germany won the war, Hitler would re-introduce slavery in West Indian colonies.

After the war ended, Sam was demobbed and returned to Jamaica. But, he was not happy with life there, and so he took the opportunity of travelling back to England on the Empire Windrush. He rejoined the RAF, and later worked for the Royal Mail.



In 1983/84 he was elected Mayor of the London Borough of Southwark. In 1995, Sam King and Arthur Torrington established Windrush Foundation, the first charitable organisation whose objectives are to keep alive the memories of the young men and women who were among the largest wave of post war settlers in Britain. In 1998, Sam published his autobiography, *Climbing up the Rough Side of the Mountain*.

(WW2, WINDRUSH, WEST INDIAN GAZETTE, CARNIVAL, CLAUDIA JONES, POLITICS, AUTHOR, COMMUNITY, FAITH)



Resources – Lesson 3

📌 ALLAN WILMOT

Allan was born in Jamaica in 1925. After leaving college in 1941, he volunteered to join the Royal Navy, serving on a patrolling ship, escorting mine sweepers, and picking up survivors in the West Indies. In 1944 he volunteered for Royal Air Force service, and joined the air sea rescue team.

He was demobbed in November 1946, travelled home to Jamaica and was fortunate to find employment in Customs & Excise. But, he felt there were more prospects in England and so returned to London in December 1947 to one of the coldest winters on record. Finding a good job and accommodation here was difficult. He often slept in the London Underground trains after the services had closed down at nights. He obtained factory work in Acton and washing dishes at Lion's Corner House in the West End.

Between 1950 and 1953 he entered show business with limited success – the main problem was in obtaining permits to work abroad. It wasn't until Edric Connor, the Trinidadian actor and singer came to Britain in 1954 to record some songs that prospects looked good. Some of the records they made were hits, and the group decided to form "The Southlanders". They toured the UK's variety circuit as well as travelling to Italy, Germany, France and Belgium. Their specialty was rhythm and blues, and they worked alongside the popular artists of the day – Shirley Bassey, David Frost, Joe Loss, Frankie Vaughn, Cliff Richard and Tommy Steele to name but a few.



The advent of the Beatles meant that the Southlanders were reduced to working in Cabaret to survive – eventually the group was disbanded and he got a job in the Post Office as a telephone operator. He was a member of and worked voluntary for the West Indian Ex-Service Association (now West Indian Association of Service Personnel) to highlight the contributions that West Indians made in World War II. Allan was its president for several years.

(WWII, ARTS - SINGER, AUTHOR, COMMUNITY)

Resources – Lesson 3

📌 CY GRANT

Cy was born in British Guiana (now Guyana), and was 22 years of age in 1941 when he volunteered to join the Royal Air Force.

Two years later, he was commissioned, thus becoming one of the few Black Officers in the RAF. During World War 2, he flew on operations in a Lancaster Bomber over Germany and was shot down after a successful bombing raid on the German town of Gelsenkirchen in the Ruhr, his plane crashing in a field in Holland. He managed to bail out by parachute along with other members of the crew. Two others did not make it.

He was a Nazi prisoner of war for two years and was evacuated with the approach of the Russian army in early 1945. After the war he qualified as a barrister at Law, but felt that racism in the legal profession denied him the opportunity to practice in Britain. So, he went on to become an actor on stage and in film, as well as a singer in concerts and cabaret.

He played parts alongside actors such as Sir Laurence Olivier, Richard Burton, Richard Roundtree (Shaft), and Joan Collins. Cy was the first West Indian to be regularly seen on British Television, singing the daily news on BBC's "Tonight" programme in the 1950's.

He also appeared in the BBC's Blake's 7 and provided the voice of Lieutenant Green in Gerry Anderson's Captain Scarlet and the Mysterons.

He is the author of the book Ring of Steel, pan sound and symbol (Macmillan 1999). He was the Chairman/co-founder of Drum, the London based Black arts centre in the 70's, and Director of Concord Multicultural Festivals in the 80's. His most recent book is "Blackness and the Dreaming Soul", published by Shoving Leopard in 2007.

Cy Grant's website is: www.cygrant.com

(WWII, EDUCATION, ARTS - ACTOR & SINGER, AUTHOR, COMMUNITY)



Resources – Lesson 3

📌 HAROLD PHILLIPS

Born in 1929, Harold Phillips was a Trinidadian calypsonian and music promoter. He travelled to England on the Empire Windrush in June 1948, but had previously been in Britain, serving in the RAF from 1943.

Phillips spent time in Clapham and Wellington in Shropshire before settling in Liverpool. By day, he worked, among other things, as a builder and decorator by night as a barman and singer. He performed under the name 'Lord Woodbine', taken from a popular brand of cigarette. 'Lord Woodbine And His Trinidadians', was one of the first to tour England. He also played a tenor pan as part of the first professional steel band in England and later played with the All Caribbean Steel Band in their television appearance on the TV show *Opportunity Knocks* in July 1965.

He is regarded by some as the musical mentor of The Beatles and has been called the 'sixth Beatle'. Phillips was a promoter of The Beatles in their teenage years when they were known as the 'Silver Beetles' and drove the van that took them to Hamburg for what was a crucial part of their development.

Harold married Helen (Ena) Agoro in 1949, in Liverpool. They lived in Toxteth, Liverpool and had one son and seven daughters. He and his wife died in a house fire in 2000, he was 72.

Key Facts

Data for World War II

- The British Empire and Dominions raised a total of 8,586,000 men for military service
- More than 5,000,000 came from the British Isles
- 1,440,500 hailed from India, while 136,000 came from South Africa
- Of those who fought 629,000 were Canadians
- 413,000 came from Australia and 128,500 from New Zealand
- More than 134,000 travelled from other colonies, including some 10,000 from the Caribbean

Source: **BBC History**

<https://www.bbc.co.uk/news/uk-32703753>





Resources – Lesson 4

 <https://www.youtube.com/watch?v=uitSZLc6OWw> (from 4.54)

 **Additional footage**

<https://www.bbc.co.uk/news/uk-43808007>

<https://www.youtube.com/watch?v=9F6lsLRdZ-o>

<https://www.youtube.com/watch?v=6LBuMKx5s0o>

https://www.youtube.com/watch?v=x_C8cJfZMZo

Resources – Lesson 4

THE ARRIVAL OF EMPIRE WINDRUSH

📍 The Pioneers

On Wednesday June 23, 1948, The Times newspaper reported the arrival of the Empire Windrush under the headline 'Jamaicans arrive to seek work.' It said: 'Of the 492 Jamaicans who arrived at Tilbury on Monday



to seek work in this country, 236 were housed last night in Clapham South Deep Shelter. The remainder had friends to whom they could go and prospects of work. The men had arrived at Tilbury in the ex-troopship Empire Windrush. Among them are singers, students, pianists, boxers and a complete dance band. Thirty or forty had already volunteered to work as miners.'

The report was not entirely correct. There were hundreds of passengers from other British colonies in Caribbean including British Guiana (now Guyana), Trinidad, Bermuda and British Honduras (now Belize). The ship had started her journey from Tilbury Docks, Essex, then sailed to Southampton picking up

The late Sam King, a RAF WWII serviceman, was the first person to have kept alive the stories of MV Empire Windrush.

British troops for service in the Caribbean. Two weeks later it docked at Port of Spain (Trinidad), and a fare of £28.10s was announced for those who wished to travel to Britain, and this was done also at the next stop in Kingston, Jamaica. The ship visited Cuba, Mexico and Bermuda. She arrived around 11pm on 21 June 1948, and it wasn't until the following morning that more than 1027 passengers disembarked at Tilbury Docks.

The ship was originally called MS Monte Rosa, a passenger liner and cruise ship launched in Germany in 1930. During World War II, she was operated by the German navy as a troopship. She was acquired by the United Kingdom as a prize of war at the end of the war and renamed Empire Windrush. In British service, she continued to be used mainly as a troopship until March 1954, when the vessel caught fire and sank in the Mediterranean Sea with the loss of four crew members.

The Empire Windrush has become the symbol of post-war mass migration and her Caribbean passengers regarded as the 'pioneers' who laid the foundation for the generation of settlers in the years that followed. Many of those who landed on 22 June 1948 were RAF servicemen who returned to help rebuild Britain after WWII. Other passengers later enrolled for further public service; some of the women were recruited by the National Health Service after July 1948.

Resources – Lesson 4

THE WINDRUSH GENERATION

The '**Windrush Generation**' refers to British citizens from the Caribbean who settled in the UK before 1973. Legislative and policy changes since the post-war period have involved progressive changes to their status and documents requirements. Most of the people who have faced wrongful detentions and other injustices had a right to remain in the UK on the basis of having been settled in the UK before 1973 and not having left the UK for more than two years since 1988.

The late Sam King, a RAF WWII serviceman, was the first person to have kept alive the stories of MV Empire Windrush. In 1998 he led the 40th anniversary celebration of the arrival of the ship and was supported by Lambeth Council, London. There is a plaque at Lambeth Town Hall to mark the event. He was first to have coined the name or term 'Windrush Generation' but he usually preferred to use '**Windrush Pioneers**' because they were the ones who helped lay the foundation in the UK for the Caribbean settlers who arrived after June 1948.

In 1996, he and Arthur Torrington established a charity, Windrush Foundation, the first to preserve Empire Windrush history and heritage, celebrating the Caribbean men and woman who disembarked at Tilbury Docks, Essex, on 22 June 1948, and those who arrived after, contributing to the well-being and prosperity of Britain.

The 50th anniversary was celebrated in 1998, and the highlight in June 1998 was a reception hosted by HRH Prince Charles at St James's Palace, attended by dozens of Empire Windrush passengers. Those pioneers were honoured along with many WWII ex-servicemen and women who were also seen as Windrush pioneers. They were the ones whom laid the foundation for other migrants who later settled in the UK and contributed to the rebuilding of this country after WWII.

The 'Windrush Generation' includes parents and children who arrived during the 1950s, 1960s, and 1970s, as they also contributed to Britain's modernity and prosperity. Some of them had been denied British Citizenship, their human rights and liberties. The British Government has apologised and promised to rectify the situation. Compensation has also been promised and an Independent Review has been conducted to help Government learn lessons from what is being called the 'Windrush Scandal'.

Resources – Lesson 4

📌 The news media played an important role in publicly highlighting the issues:

AN ARTICLE FROM REUTERS, LONDON

<https://www.reuters.com/article/us-britain-chogm-windrush/may-apologizes-to-caribbean-countries-over-uk-treatment-of-post-war-migrants-idUSKBN1HO0NX>

May apologizes to Caribbean countries for UK treatment of post-war migrants

By Estelle Shirbon, April 17, 2018, London (Reuters)

Prime Minister Theresa May apologized to 12 Caribbean nations on Tuesday for immigration officials' harsh treatment of people from those countries who migrated to Britain as children after World War Two.

The **“Windrush generation”** were invited to Britain to plug labor shortfalls between 1948 and 1971, but some of their descendants have been caught up in a tightening of immigration rules overseen by May in 2012 when she was interior minister.

Some people have been wrongly labeled illegal immigrants, asked to provide documentary evidence of their life in Britain they had never previously been required to keep, and in some cases denied rights, detained and threatened with deportation.

“I want to apologize to you today because we are genuinely sorry for any anxiety that has been caused,” May told leaders and diplomats from the Caribbean countries, who were in London for a summit of Commonwealth heads of government.

The scandal over the mistreatment of people from what were once British colonies has cast a shadow over the summit, which is supposed to strengthen Britain's ties to fellow Commonwealth countries as it prepares to leave the European Union.

Jamaican Prime Minister Andrew Holness highlighted the issue at a plenary session of the summit, drawing cheers from his fellow leaders as he said the Windrush generation had enriched Britain and contributed to society.

Resources – Lesson 4

“Now these persons are not able to claim their place as citizens,” he said. May was on stage as he spoke, having delivered her own speech just before.

Named after a ship that brought migrants from Jamaica, Trinidad and Tobago and other Caribbean islands in 1948, the Windrush generation enjoyed a special status, but that has been eroded over the years by successive immigration reforms.

After an outcry caused by coverage in British media of people who had lost jobs or been denied healthcare because of unwarranted doubts over their rights, the government set up a dedicated team at the interior ministry to solve cases.

“We would also like to reassure you that there will be no removals or detention as part of any assistance to help these citizens get their proper documentation in place,” wrote Caroline Nokes, the immigration minister, to Caribbean foreign ministers and ambassadors.

There was confusion over whether any Windrush descendants had already been deported after Nokes and other ministers gave conflicting details on Monday.

“We have no information, we do not know of any cases where somebody has been deported who is in this category,” Cabinet Office Minister David Lidington said on Tuesday.

David Lammy, a member of parliament from the opposition Labour Party who has argued passionately for justice for the Windrush migrants, tweeted that he had just received a call from an elderly mother whose son was due to be deported on Wednesday. **“This is a national disgrace,” he said. “What is going (on) makes me ashamed of our great country.”**

Later on, Lammy tweeted again that he had received a call from Nokes who had informed him that the deportation had been halted and the case would be reviewed.

Although the government has described the problems facing Windrush individuals as a result of bureaucratic bungling, critics such as Lammy have said the situation stems from the Conservative government’s hostility towards immigrants.

May’s six-year tenure at the interior ministry was marked by a determination to reduce immigration numbers, a goal she has continued to emphasize as prime minister and in Brexit negotiations.

In 2013, her ministry sent vans around multicultural neighborhoods instructing illegal immigrants to **“Go Home or Face Arrest”**.

Resources – Lesson 4

📌 ARTICLE FROM THE NEW YORK REVIEW OF BOOKS

Britain's Debt to the Windrush Generation - Colin Grant - April 24, 2018

<https://www.nybooks.com/daily/2018/04/24/britains-debt-to-the-windrush-generation/>

When Flying Officer Ulric Cross, a tall, elegant black man with a plummy voice, was introduced in the 1943 Ministry of Information film *West Indies Calling*, the bomber navigator from Trinidad revealed the degree to which West Indians regarded Britain as the motherland, felt awed, privileged, and protected by her, and were keen to “do their bit” in the fight against Hitler. British viewers were also able to see, many for the first time, people from the imagined far-off colonies, who sounded, but for a slight sing-song Caribbean lilt, just like them. For a brief moment, the boundary between Britain and Empire collapsed.

Viewers were eased into the film by a scene with a jazz band whose musicians might have seemed American but were, in fact, from the Caribbean islands. Indeed, the early West Indian émigrés arriving in Britain were often exoticized in ways similar to those experienced by visiting African-American performers. In 1948, disembarking from

the *Empire Windrush*, the ship that brought to Britain one of the first large-scale groups of West Indian migrants, the Calypsonian Lord Kitchener serenaded the waiting camera crews with a love song spelling out his fellow West Indian passengers’ enthusiasm for the motherland, “*London is the Place for Me*.” Starting in 1943, the BBC World Service had broadcast “*Caribbean Voices*,” a program that was to kickstart and nurture Caribbean literature and draw fledgling writers such as V.S. Naipaul, Derek Walcott, and George Lamming from the regions to the metropolis. Those postwar voyagers little knew that they were pioneers blazing a trail for those who would follow their lead and head to Britain over the next two decades.

Some seventy years later, the “*Windrush generation*” has returned to the center of attention in Britain—not this time in a spirit of optimism and hope but of hurt and anger. Last week, when member of Parliament David Lammy stood in the House of Commons to give an extraordinarily passionate speech, lambasting the Home Office and the

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government's actions and inaction as *"a day of national shame,"* he did so in the service of the Caribbean-born children of Ulric Cross's generation who came to England in the 1950s and 1960s, and who are now threatened with dispossession, even deportation. Despite their having lived in the UK for decades, working and paying taxes, many of these black Britons lack the paperwork to prove their immigration status—thanks to a very British bureaucratic anomaly. As a result, many have lost jobs, as well as access to benefits and healthcare; some face losing their residency rights.

People from the English-speaking Caribbean prized their British passports, but their status changed when many of the islands became independent of Britain in the 1960s. Never mind that their passports bore the stamp *"right of abode"*—they had now to apply for naturalization in order to become British citizens. Today, myriad descendants of migrants who arrived as children but whose parents, unbeknownst to their children, did not complete the additional paperwork have now, decades later, been reclassified as illegal immigrants. They are threatened with repatriation to countries which they have little memory of, and may not have returned to for half a century. Apparently acknowledging this attenuated connection, the British government produced a helpful guide for deportees, including linguistic tips: *"Try to be Jamaican...*

Use local accents and dialects (overseas accents can attract unwanted attention)."

The government's inhospitable, disloyal response to the Windrush descendants is a far cry from Britain's attitude in the immediate postwar period, when the Ministry of Labour looked to address a serious labor shortage by inviting displaced Europeans, Irish, Asians, and West Indians to fill jobs that, in many cases, were then deemed undesirable by the indigenous working class. In the British West Indies, unemployment and low wages were rife—even for those whose briefcases were stuffed with diplomas—and in growing numbers young adults with a bit of bravado and enough money borrowed to travel decided to try their luck in Britain.

Every time a plane took off or a boat sailed, it added to the fervor and determination of those left behind to do the same. At one stage, there were so many *"gone to foreign,"* as Jamaicans say, that it spawned a joke: the last one out should turn off all the lights on the Island. This was a trope taken up by the Jamaican poet and folklorist Louise Bennett, who saw a poetic justice in West Indians' *"colonizin Englan in reverse."*

Resources – Lesson 4

In that first flush of mass migration, the 1948 British Nationality Act held open the door for any member of the Commonwealth to relocate to Britain. Many West Indians accepted the inducement, arriving on these shores with a five-year plan to save and prosper—to *“work some money,”* as they would have said—and then return to the islands. But their imagined temporary stay morphed into permanency, despite a rising tide of antipathy in the host nation—evident from the landlords’ adverts that specified *“no blacks, no Irish, no dogs,”* the violent gangs of “Teddy boys” who targeted Caribbean immigrants, and the labor unions that denied them membership.



In the beginning, young adults came over alone or, if married, with their partners. The expenses of the journey and resettling were such that, very often, children were left behind in the Caribbean in the care of relatives, to be sent for later when their parents could afford their passage. A year or two later, sometimes longer, those minors often traveled on a parent’s or adult sibling’s passport. The separations had been traumatic; often, the reunions were unsettling as well, with children joining parents who, in the interim, might have given birth to other children in Britain.

The threat to the status and rights of this generation has added a new injury to these old scars.

David Lammy’s outraged speech came at an important moment for the country. Earlier this month, the BBC astonished many listeners with its decision to dramatize and broadcast in its entirety (some forty-five minutes) Enoch Powell’s notorious 1968 *“Rivers of Blood”* speech, one of the most toxic and incendiary anti-immigration statements ever delivered by a politician in Britain.

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The BBC argued that, in the current climate, it was important to mark the anniversary of the speech, and that the program provided a critique of that “dark moment in the nation’s history, which has shaped the immigration debate.” Indeed it did: Powell’s speech, framed as a dire warning to the country of the danger posed by high levels of immigration, fueled populist calls for the repatriation of migrants. In the years that followed, when I was growing up in Luton (some eighty-five miles south-east of Powell’s constituency), one of the most common insults hurled at West Indians and their descendants was **“Why don’t you go back home!”**

After half a century in Britain, Jamaica-born London resident Anthony Bryan lost his job, was detained twice, and was almost deported because of the government’s mismanagement of immigration rules.

For me and my siblings, children of Jamaican immigrants, it led to an ambivalence in our relationship to the host nation. We lived a Caribbean version of W.E.B. DuBois’s *“double consciousness”*: we were the familiar strangers to Britain who both did and did not belong. Throughout my passage to adulthood, whenever I was challenged and asked “Where are you from?”, I would answer that I was British by birth but Jamaican by will and inclination. That formula is a luxury not available to those who find themselves under the present administrative hazard.

In retrospect, West Indians came not to colonize England in reverse, as Louise Bennett had it; rather, they decolonized England itself. Their influx heralded the end of the forelock-tugging tradition of working-class deference to social betters; they helped propel working-class culture from the margins to the center; and slowly, they forced Britain toward an accommodation with its imperial and colonial past. This sceptred isle has been fundamentally changed—for the better—by those from the Caribbean who, like Ulric Cross, answered the call of the motherland.

The British government’s current debacle—the result of poorly thought-through attempts to tighten controls in answer to anti-immigration hysteria—has also unnerved European residents in this country who fear for their post-Brexit status.

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If such shameful treatment can be meted out to the descendants of people who, for centuries, have been bound to Britain in a “special relationship,” then they fear what they and their children might face in the years to come.

When the BBC World Service shut down its “Caribbean Voices” show in 1958, it did so, officials said, because *“the children had outgrown the patronage of the parent.”*

Notwithstanding Prime Minister Theresa May’s apology over the Windrush scandal, the British state cannot wash its hands of responsibility to the blameless children of the Windrush generation. They have outgrown the parent’s patronage, and repaid it many times over with their contributions to British society. **It is Britain that is now indebted to them**

Resources – Lesson 4 - Windrush Transcript



📌 Transcript of Windrush Poem

It was 1948 on the Windrush ship
 500 men from the Caribbean was on it
 from warm Caribbean sand, to this cold English land.
 We spent twenty eight day on the ship and everyone felt
 real sick, couldn't take the tossing of the Windrush
 ship. When we heard land ahoy, everyone packed up
 their one little grip [suitcase].

The ship docked at Tilbury, everyone began to feel
 merry setting foot in the mother country.
 Looking round it wasn't jolly, not what we imagined.

The scene was drab and gloomy with plenty
 of chimneys that looked like factories.

And so we stepped on the hallowed British soil,
 and looked forward to a future we dreamt would be
 better on this our English adventure.

For many the years were rough in fact it was
 rough and tough. Everywhere we went what a
 spectacle, how we survived God knows it was
 a miracle, couldn't find any place to rest our head
 a little. For all of us the future looked uncertain
 No dogs, No Irish No Blacks, here in the
 mother country Britain.

Some started working all the hours
 God given just to make a shilling
 Many threw pardner*
 but life got harder and harder started

suffering racism in every corner some got
 charged for murder defending themselves against
 the attacker whose weapons were bicycle
 chains, winkle picker, knuckle dusters.
 We still held on and from the pardner we
 started to get our life in some order.
 We paid a deposit to the banker for our
 own little spot and that was that.
 Things took a while to get better, through
 many heart aches we had to suffer while
 they kept their stiff upper.

This was just a chapter because after fifty years
 we remember the good and the bad, the happy
 and the sad of life in the mother country.
 Equality we never had, the opportunities
 we didn't get, so now in our children we have our
 hopes and our dreams. We the pioneers have laid
 a solid foundation in Britain through blood,
 sweat and tears, in the heat and the cold.
 There's NO Street Filled with Gold, that was
 just a story we were told the gold is the jewel
 inside developed through the suffering
 fires of time. So fifty years ago or fifty more to
 come we remember the Empire Windrush
 when she first came.

*Pardner - a West Indian saving scheme
 by Denniston Stewart

Resources – Lesson 4 - Windrush Passenger List, A

WV.33470 028 20,000 4/46 W.H.A.S. 666/11

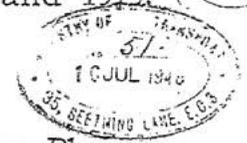
23 JUN 1948 3624

P.M. 22

Merchant Shipping Act, 1906, and Aliens Restriction Acts, 1914 and 1919.

IN-COMING PASSENGERS

Returns of Passengers brought to the United Kingdom in ships arriving from Places out of Europe, and not within the Mediterranean Sea.



NOTES (a)—All Passengers brought by such ships are to be included, whether arriving from European or from non-European ports. 1st Class, 2nd Class, Tourist Class, and 3rd Class Passengers are to be entered in separate groups.
 (b)—In the case of those ships which are engaged in pleasure cruises starting and ending in the United Kingdom the full particulars required by this form should only be furnished in respect of those passengers who embark at a port abroad and disembark in the United Kingdom.

Ship's Name	Official Number	Steamship Line	Registered Tonnage	Master's Name	Voyage
M.V. "EMPIRE WINDRUSH"	181561.	THE NEW ZEALAND SHIPPING CO. LTD., 138, LEADENHALL STREET, LONDON, E.C.3.	14414.24.	JOHN G. ALMOND.	TRINIDAD, KINGSTON, TAMPICO, HAVANA, BERMUHA, From... To... <i>Jellyman</i>

Date of Arrival *21. 6. 1948*

NAMES AND DESCRIPTIONS OF BRITISH PASSENGERS



(1) Port of Embarkation	(2) Port at which Passengers have been landed	(3) NAMES OF PASSENGERS	(4) CLASS (Whether 1st, 2nd, Tourist or 3rd)	(5) AGES OF PASSENGERS						(6) Proposed Address in the United Kingdom	(7) Profession Occupation or Calling of Passengers	(8) Country of last Permanent Residence*	(9) Country of Intended Future Permanent Residence*					
				Adults of 12 years and upwards		Children between 1 and 12		Infants					Ireland	Other parts of the British Empire	Foreign Countries			
				Accompanied by husband or wife	Not Accompanied by husband or wife	Males	Females	Males	Females							Males	Females	
TRINIDAD.	<i>Jellyman</i>	AUSTIN	"A"		48					115, Solway Rd, Forset Gate, London, E. 7.	Marine Engineer.	England.						
"	"	ARMSTRONG	"		35					24, Scotland Rd, Carlisle.	Missionary.	Trinidad.						
"	"	SALE	"		24					Kingsmill, Bucks.	H.D.	"						
"	"	"	"					2		do - do - Cortina, Blenheim Rd, Bickley.	Master Mariner.	"						
"	"	BRITTON	"		47					45, Manor Lane.		England.						

Resources – Lesson 4 - Windrush Passenger List, B

1.	"	"	BARROW	Lucy	"	19	45, Manor Lane, Lewisham, S.E. 13.	Student.	Trinidad.
2.	"	"	BAPTISTE	Mona	"	21	3, Pewyvern Rd, London, S.W. 5.	Clerk.	"
3.	"	"	BALLANTYNE	Gordon	"	28	52, Boardman's Lane, St. Helens, Lancs.	Planter.	Br. Guiana.
4.	"	"	"	Maria	"	31	- do -	H.D.	"
5.	"	"	"	Gordon	"		- do -	-	"
6.	"	"	BAILEY	McDonald	"	67	4, Gt. James St, London, W.C. 1.	Merchant.	Trinidad.
7.	"	"	CLARKE	Ellis	"	30	50, Elm Park Gdns, Chelsea, S.W. 10.	Barrister.	"
8.	"	"	"	Elma	"	57	- do -	H.D.	"
9.	"	"	CHEN	Gerald	"	36	33, Chatsworth Rd, London, N.W. 2.	Civil Servant.	"
10.	"	"	CUNARD	Nancy	"	52	Petenhall, Bedford. 120, Briarling Rd, New Cross, S.E.	Writer.	France.
11.	"	"	CHAPPLE	Arthur	"	55	- do -	Engineer.	Br. Guiana.
12.	"	"	"	Bertha	"	52	c/o Colonial Office, London, W. 1.	H.D.	"
13.	"	"	DOMINIQUE	Patrick	"	40	- do -	Civil Servant.	Trinidad.
14.	"	"	"	Marie	"	40	- do -	H.D.	"
15.	"	"	DAVID	Daniel	"	39	113, Boultham Park Rd, Lincoln.	Customs Officer.	"
16.	"	"	DICK	James	"	22	Fair Orchard Farm, St. Brides, Nr. Newport.	Student.	England.
17.	"	"	"	Rita	"	28	113, Boultham Park Rd, Lincoln.	H.D.	Trinidad.
18.	"	"	"	Heather	"	23	- do -	-	"

C. 439

Sec. B277/1945

*By Permanent Residence is to be understood residence for a year or more.
Northern Ireland and Eire are to be regarded as separate countries.

[OVER

An extract from the passenger list for the Steamship Empire Windrush, June 1948

©Public Record Office Ref. BT26/1297/9395

Public Record Office (PRO) The National Archives www.movinghere.org.uk

Resources – Lesson 4

📌 Questions about the Windrush passenger list

1. Who was the oldest person travelling on this page?
How old was she?
2. Who was the youngest person travelling?
How old was he? How old would he be now?
3. How many families with children are listed here?
How many adults are travelling alone?
4. Which ports did the Empire Windrush call at on its journey to London?
(Clue: Look at the top right hand corner of the sheet!)
5. Look at the lists of the jobs that the passengers did.
Write down any that you do not understand, and then look them up in a dictionary.
6. There is no key to explain what 'HD' means in the jobs list.
Look at the people who are labelled 'HD'.
What do they have in common? What do you guess it might stand for?
7. How many of the migrants on these pages were planning to live in London?
Which other places do migrants plan to live in?



Resources – Lesson 4

Answers to Windrush passenger list questions

1. Lillian Carter was the oldest person and she was aged 77.
2. David Cooper was the youngest person and he was aged 10 months (mos). He would now be 62/63 years old (in early 2010/late 2010).
3. Six families were travelling with children – Cooper, Coulter, Chapman, Franklin, Fisher & Head. There were 18 adults travelling alone (not counting 3 Cort sisters or the married couple the Claytons).
4. The Windrush travelled from Trinidad via Jamaica, Cuba, Mexico, Bermuda on the way to Tilbury Docks in England.
5. Likely unknown jobs – caulker, deck hand, HD, scholar, labourer, apprentice, RN (possibly Royal Navy?)
6. People labelled HD in the jobs list are all adult women. Wives were also recorded as HD. It stands for Household Domestic, e.g. servant, cleaner, maid.
7. There were three migrants (the Cort sisters) planning to live in London – 66 Marlborough Place, NW5. Other places that the migrants planned to live were Basingstoke, Reading, Fife, Portsmouth, Lovedean, Plymouth, Halifax, Sunderland, Brockenhurst, Sheerness, Oldham, Blantyre, Devonport, Plymouth, Chatham, Bembridge, Roslin, Dalton, Shoreham-by-Sea

Resources – Lesson 4 - Windrush Transcript

Transcript of Hinglan Cole (England's cold)

Oh boy, England is cold!

It is so cold!

Frost in the morning, snow at midday and
black fog at night time. England is so cold!

I left hot Jamaica to die of cold here?

Frostbite is killing my fingers and when
I walk I slip and tumble in the snow many
many times, inside the house it is worse,

I have to wrap up with hot water bottles,
hat, socks, dressing gown, two sheets and
twist and turn all night long. In the morning
when I lift my head from under the sheets the
amount of smoke that come out my mouth
you would think that I was on fire.

In the kitchen four people have one
ring each on the stove to cook on.

I have to put money in the meter
to get a bath and the Indian man
who I rent from is watching me closely.

I thank God that they deliver
milk to your door, I don't know
how I'm going to cope because
England is cold cold cold.

by Denniston Stewart



Resources – Lesson 4 - Windrush Transcript (A)

📌 The Men from Jamaica are Settling Down

From de land of wood an water
Came they to where de air waz cold,
They come to work wid bricks an mortar
They heard de streets were paved
wid gold, From de land of fish an ackee
To de land of fish an chips came they,
Touching on a new reality
Where de sky wz white an grey.

Came they to here wid countless
dreams Came they to here wid countless
fears, In dis drama of many themes
Each one of dem were pioneers, Eacho
one of dem a living witness Each one of dem
truly profound, A newspaper said people hear
dis The men from Jamaica are settling down

The men from Jamaica had come wid
their music The men from Jamaica had
come wid their vibe The men from Jamaica
had come wid their prophets To help
keep their past an their future alive,
So to de great future they went
dedicated De great mother country
waz begging for more, De prophets
had warned it may get complicated
They said dat there waz no equality law.

There waz no ackee an there waz
no salt fish There waz no star apple
an no callao, Soon there waz no
time to dream, wonder or wish
There waz so much community
building to do, An back in Jamaica
they waited for letters Where there
were no letters, rumours were
abound, But de newspaper said it
was going to get better The men
from Jamaica are settling down.

They went to the foundries, they went to de factories
They went to de cities these true country folk.
An when they got down to de true nitty gritty
These true country lungs were soon covered wid smoke,
Some dreamt of Jamaica, some dreamt of their wives
Some dreamt of returning to bring something home,
Some prayed to de God, an they asked de God why
The men from Jamaica should struggle alone.

De struggle waz human, de struggle waz being
De struggle waz charting unchartered territory,
De struggle waz opening up an then seeing
De struggle ahead for de community,
De struggle waz knowing de here an de now
An what kind of struggles were now to be found,
Still nobody knew just exactly how
The men from Jamaica were settling down.

Resources – Lesson 4 - Windrush Transcript (B)

📌 The Men from Jamaica are Settling Down

Officially four hundred an ninety two came
On June twenty one nineteen forty eight,
But officials were playing a false numbers game
Now it's up to de people to put records straight,
We now know there were more than eight stowaways
An now we know women amongst dem were found,

Still a newspaper said after just a few days
That the men from Jamaica were settling down.
We know that there were other lands represented
An de women survived just as well as de men,
An we know that our history will be re-invented
If we do not write truthfully wid de Black pen,
Consider de struggles that took place before us
Tune into de bygone an try to relate
To the brave folk that came on de Empire Windrush
On June twenty one nineteen forty-eight.

Soon there were more ships, an more ships an more ships
Peopled wid colourful Caribbean folk,
Men, women an children were making these trips
Each one of dem carrying ship loads of hope,
From all of de islands they came to dis island
De National Health Service waz so welcoming
An de movietone voice said that things were quite grand
As the men from Jamaica were settling in.
Dis waz de new world, dis waz de white world,

Dis waz de world they had been fighting for,
Dis they were told waz de righteous an free world
Dis waz de reason they had gone to war,
Dis waz de land of de hope an de glory
Dis waz de land of pleasant pastures green,
Dis waz de royal land, dis waz democracy
Where many Jamaicans were proud to be seen.

But it did not take long for de racists and fascists
To show ugly heads as de wicked will do,
Quite soon de arrivants had learnt to resist
An quite soon they were dealing wid subjects taboo,
Blacks in de unions, blacks in de dances
Whites wid black neighbours an black civil rights,
The men from Jamaica were taking no chances
The men from Jamaica were not turning white.

Race riots in Notting Hill Gate said de headline
De cameras were there as de flames burnt about,
De fighters for race were establishing front lines
As de great British welcome just seemed to fall out,
Race riots in Nottingham City an Bristol
Race riots in Cardiff an sweet Camden Town,
De newspapers said it was dreadful and shameful
But the men from Jamaica were settling down.

Resources – Lesson 4 - Windrush Transcript (C)

📌 The Men from Jamaica are Settling Down

The men from Jamaica would not die in silence
The men from Jamaica just got radical,
To counter de negative Teddy Boy violence
They created blues dances an carnival,
The men from Jamaica were steadfast and growing
Despite commonwealth immigration controls,
They learnt a few lessons an soon they were knowing
That there were no streets paved wid silver or gold.

A new generation rose up from these fighters
A new generation wid roots everywhere,
A new generation of buildings an writers
A new generation wid built in No Fear,

They too fought de Nazis, they too put out fires
They too want to broaden their vision an scope,
They too need fresh water for burning desires
The men from Jamaica are so full of hope.
De future is not made of ships anymore
De future is made up of what we can do,
We still haven't got all that freedom galore
An there's all those ambitions that we muss pursue,
De past is a place that is ours for all time
There are many discoveries there to be made,
An if you are happily towing de line
Be aware of de price your ancestors have paid.

Black pioneers came on de Empire Windrush
On June twenty one nineteen forty eight,
These souls were titanic, these minds were adventurous
They came from the sunshine to participate,
They are de leaders, they are de home makers
They have been upfront since their ship came aground,
But in-between lines you'll still read in de papers
The men from Jamaica are settling down.

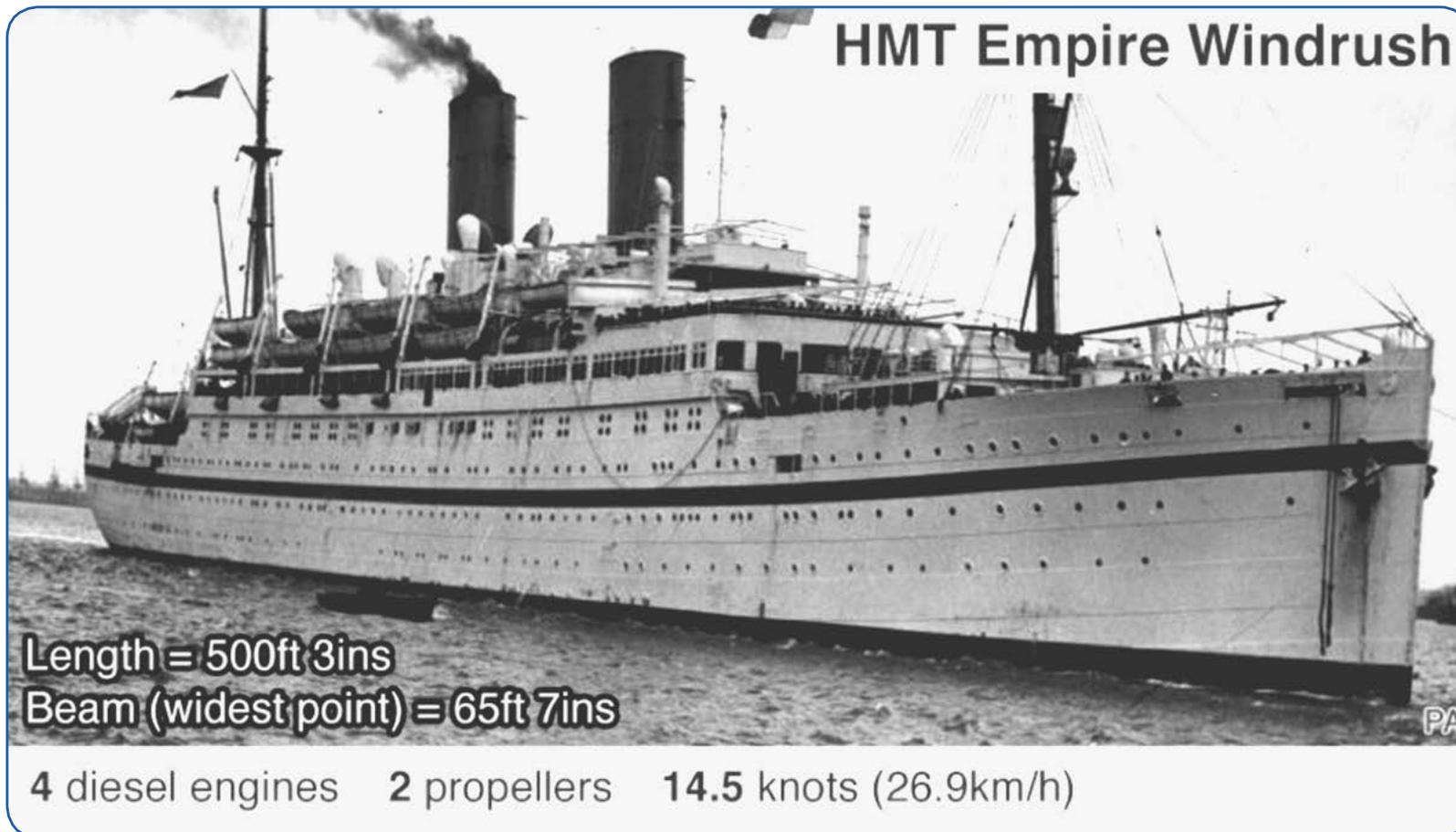
by Benjamin Zephaniah

Resources – Lesson 4

📌 Windrush: Who exactly was on board?

By Lucy Rodgers & Maryam Ahmed BBC - News 27 April 2018 - April 24, 2018

<https://www.bbc.co.uk/news/uk-43808007>



Resources – Lesson 4

📌 Who was on board the Windrush in 1948?

The UK government has been forced to apologise and offer compensation.

www.bbc.co.uk/news/uk-politics-43868921



The British troopship HMT Empire Windrush anchored at Tilbury Docks, Essex, on 21 June 1948 carrying hundreds of passengers from the Caribbean hoping for a new life in Britain - alongside hundreds from elsewhere. Who were they?

The former passenger liner's journey up the Thames on that misty June day is now regarded as the symbolic starting point of a wave of Caribbean migration between 1948 and 1971 known as the "Windrush generation".

Many were enticed to cross the Atlantic by job opportunities amid the UK's post-war labour shortage.

But, despite living and working in the UK for decades, it has emerged that some of the families of these Windrush migrants have been threatened with deportation, denied access to NHS treatment, benefits and pensions and stripped of their jobs. The UK government has been forced to apologise and offer compensation.

Resources – Lesson 4

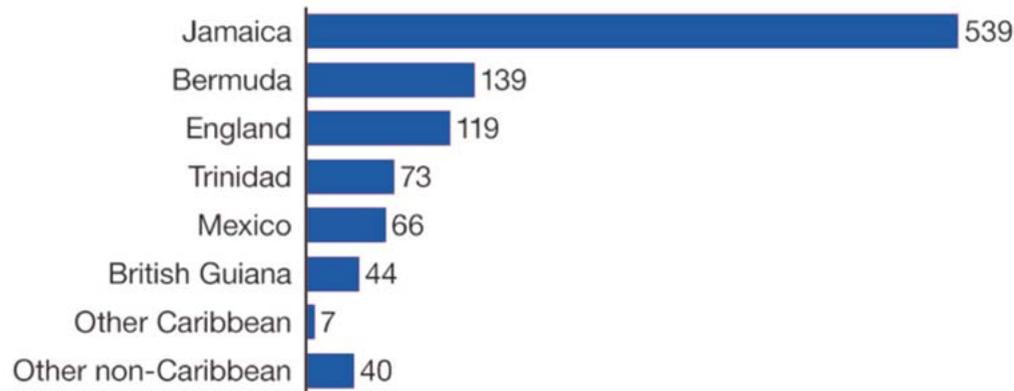
Who was on board the Windrush in 1948? (continued)

(*1) <http://discovery.nationalarchives.gov.uk/details/r/C9152210>

(*2) http://www.bbc.co.uk/history/british/modern/arrival_01.shtml

Most gave Jamaica as their last country of residence

Last country of residence



Source: National Archives

BBC

The ship - which dropped anchor on 21 June and released its travellers a day later - was carrying 1,027 passengers, including two stowaways, according to BBC analysis [of the ship's records kept by the National Archives \(*1\)](#).

Alongside those travelling from the Caribbean for work, there were also Polish nationals displaced by World War Two, members of the RAF and people from Britain.

Passenger Lucilda Harris, who settled in Britain from the Caribbean, recalled her arrival in Tilbury in [an interview with the BBC in 1998 \(*2\)](#) to mark the 50th anniversary of the Windrush sailing.

"It was a lovely day, beautiful, and they [family] were all at the dock waiting for me... I was very excited."

According to the ship's passenger lists, more than half of the 1,027 listed official passengers on board (539) gave their last country of residence as Jamaica, while 139 said Bermuda and 119 stated England. There were also people from Mexico, Scotland, Gibraltar, Burma and Wales.

Resources – Lesson 4

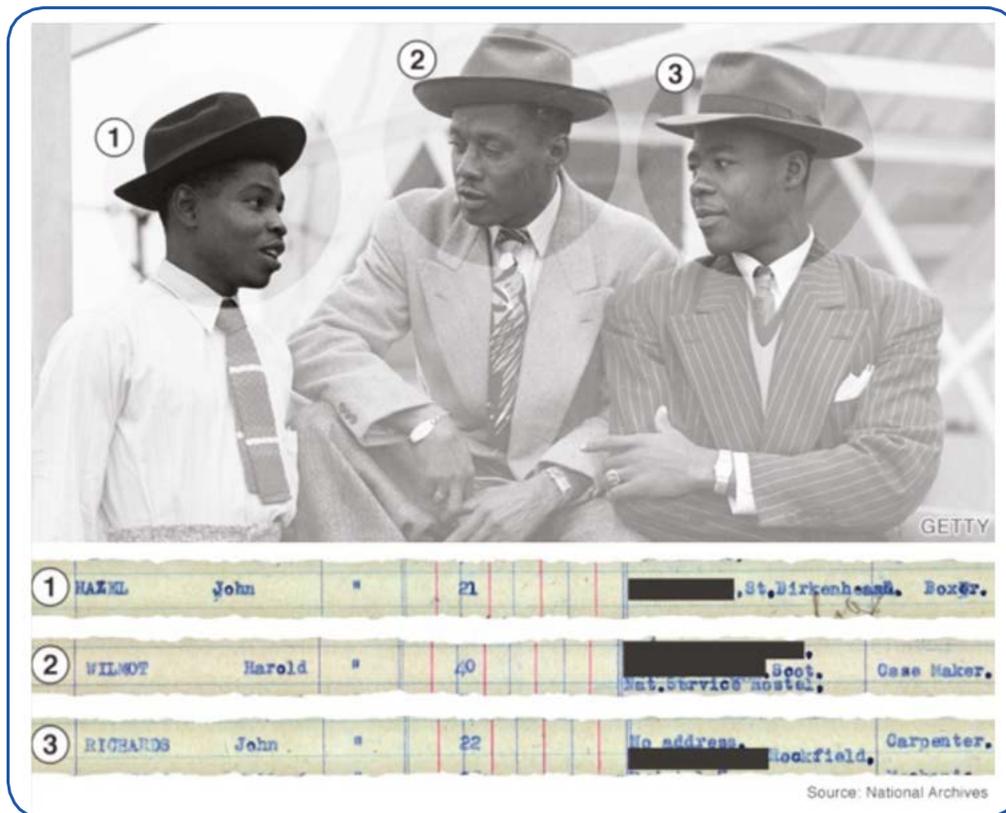
Who was on board the Windrush in 1948? (continued)

<http://www.britishfuture.org/articles/windrush-roles/>

(*1) <https://www.bbc.co.uk/news/uk-43782241>

(*2) <https://www.bbc.co.uk/news/uk-43823632>

(*3) <https://www.bbc.co.uk/news/uk-43795077>



According to Nicholas Boston of the City University of New York, those who gave Mexico as their last country of residence were a **group of Polish refugees** - mainly women and children - who had been offered permanent residence in Britain.

- **Who are the Windrush generation? (*1)**
- **Advice for the Windrush generation on what to do next (*2)**
- **How do you prove you've been living in the UK? (*3)**

Overall, 802 passengers gave their last country of residence as somewhere in the Caribbean.

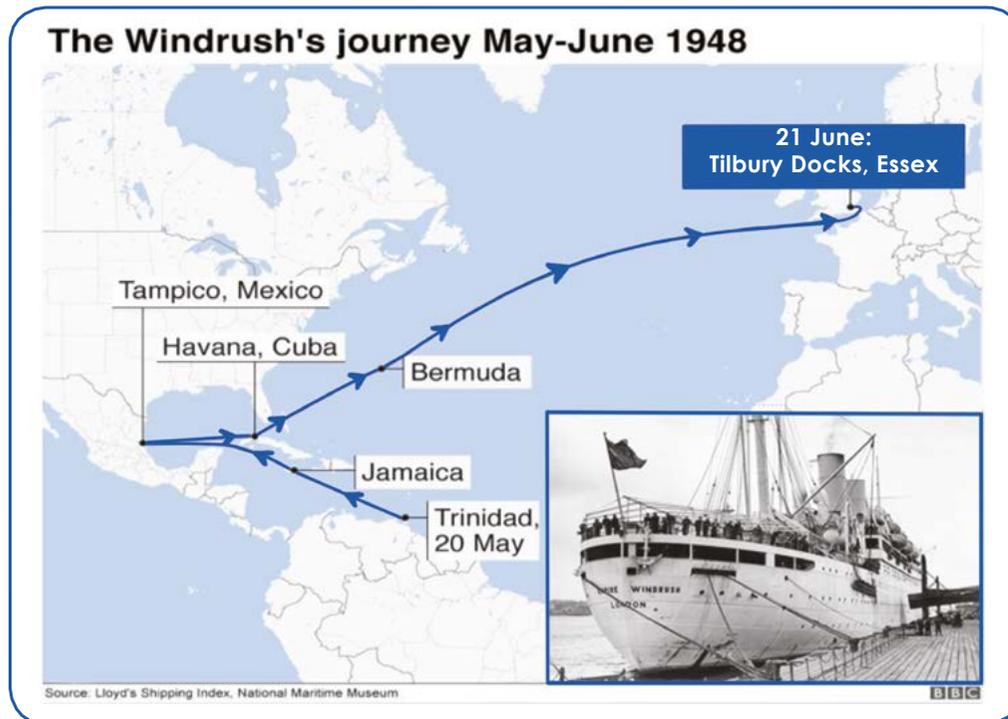
Many of them had paid £28 (about £1,000 today) to travel to Britain in response to job adverts in local newspapers.

Among them were **John Hazel, 21, a boxer, Harold Wilmot, 32, a case maker and John Richards, 22, a carpenter**, seen here in a photograph taken on arrival - alongside their records from the National Archives passenger list.

Resources – Lesson 4

Who was on board the Windrush in 1948? (continued)

(*1) http://www.bbc.co.uk/history/british/modern/arrival_01.shtml



Mr Richards, interviewed by the BBC in 1998, (*1) was, like many others, shocked to discover the difference between the “mother country” he had seen in books and the reality he was confronted with.

“I know a lot about Britain from school days but it was a different picture from that one, when you came face to face with the facts. It was two different things,” he said.

“They tell you it is the ‘mother country’, you’re all welcome, you all British. When you come here you realise you’re a foreigner and that’s all there is to it.”

According to the ship's records, most of the Windrush's passengers got on in Jamaica, but others also joined the vessel in Trinidad, Tampico and Bermuda.

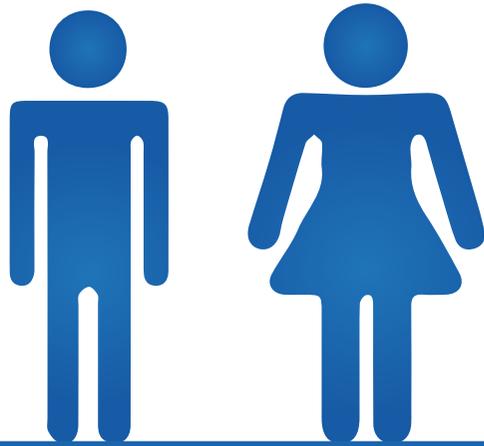
Resources – Lesson 4



Source: National Archive, BBC

Most of those on board were male

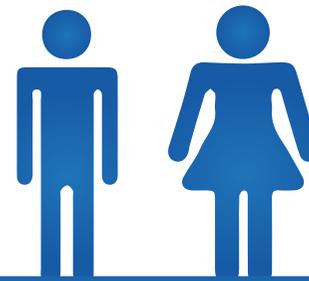
Adults and teenagers
(aged over 12)



Men
684

Women
257

Children



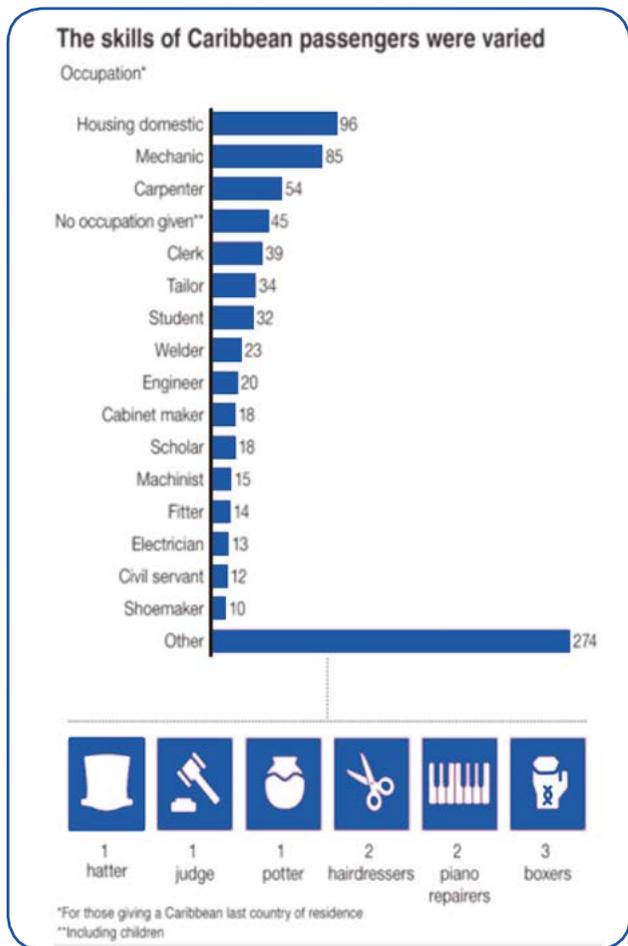
Boys
50

Girls
36

As many of the eyewitness accounts have stated since, the majority of the people on board were men. There were 684 males over the age of 12, alongside 257 females of the same age. There were also 86 children aged 12 and under.

Resources – Lesson 4

- <https://www.rafmuseum.org.uk/research/online-exhibitions/pilots-of-the-caribbean/legacy/windrush-and-after.aspx> (*1)
- <https://www.bbc.co.uk/news/uk-england-london-36566990> (*2)



Source: National Archive, BBC

The listed occupations on the passenger lists give some indication of the wide range of skills that were on offer. Among those arriving from the Caribbean were mechanics, carpenters, tailors, engineers, welders and musicians.

According to the RAF, **dozens of the Caribbean passengers were also RAF airmen (*1)** returning from leave or veterans re-joining the service. A future Mayor of Southwark, **Sam King, who had served in England with the wartime RAF, was among them. (*2)**

Also among the Caribbean passengers was a hatter, a retired judge, a potter, a barrister, two hairdressers, two actresses, two piano repairers, two missionaries, three boxers, five artists and six painters.

Resources – Lesson 4



1	SMITH	Charles	"	21	Birkenhead, St,	Welder.
2	SOLLAS	Vernon	"	18	Birkenhead, Velmore Industrial	Mechanic.
3	MARTIN	Mortimer	"	31	Birkenhead,	Welder.

Source: National Archives

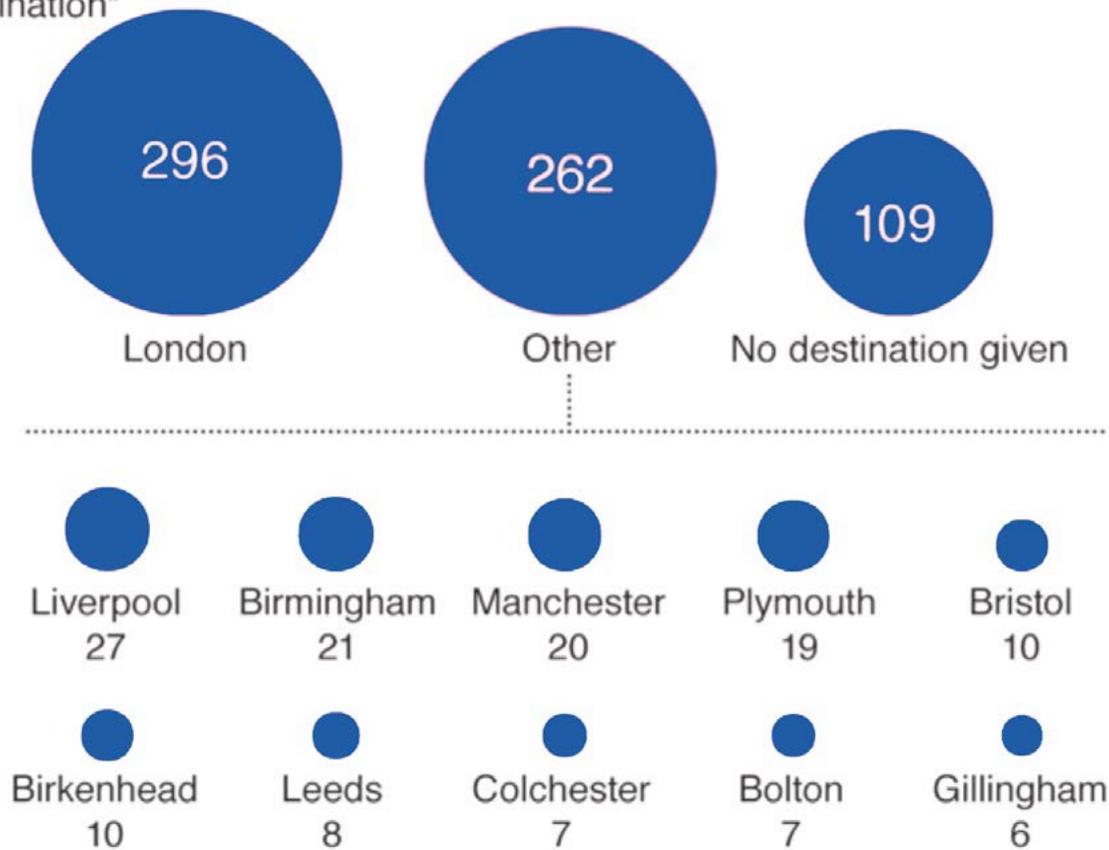
The most noted occupation, though, was “HD” - or “housing domestic” - meaning a housewife, servant or cleaner. There were 172 overall on board - 96 from the Caribbean.

Among the boxing hopefuls on board were **Charles Smith, 21, a welder and boxer, Vernon “Boy” Solas, 18, mechanic and boxer, and boxing manager Mortimer Martin, 31, who was also a welder,** captured in this photograph on arrival.

Resources – Lesson 4

London was the most popular destination for Caribbean passengers

Destination*



*For those giving a Caribbean last country of residence

Perhaps unsurprisingly, the most popular destination recorded by passengers from the Caribbean was London - 296 people gave the city as their planned place of residence.

Interestingly, 109 passengers didn't give any address, perhaps indicating they had no fixed plan on arrival.

A number of other passengers planned to go to Liverpool, Birmingham, Manchester and Plymouth.

Resources – Lesson 4



Those that had nowhere to stay were temporarily housed in a former air raid shelter at Clapham South underground station.

Newspaper reports from the time state how those at the shelter went on to find jobs through the nearest Labour Exchanges (Job Centres), one of which was in Coldharbour Lane, Brixton.

Many then moved into rented houses and rooms in the Brixton and Clapham areas, working for employers such as the National Health Service or London Transport.

From here, large Caribbean communities developed, contributing to the political, social and musical life of Britain ever since.

What was the Windrush like?

The ship - full name HMT Empire Windrush - was originally a German passenger liner given to the UK as war reparation in 1945. First called Monte Rosa, it was converted to a troopship and renamed HMT Empire Windrush in 1947.

What was life like on-board the Windrush?

Oswald "Columbus" Denniston, who was the first of the Windrush passengers to get a job according to the Daily Express at the time, **told the BBC in 1998 that the atmosphere on the ship was "jolly"**.

<http://news.bbc.co.uk/1/hi/uk/116061.stm>

"We had two or three bands - calypso singers. And Jamaican people are happy-go-lucky people. When you have more than six you have a party."

On leaving the ship on 22 June, the then 35-year-old began work the same day handing out rations at the shelter in Clapham where the Windrush passengers were staying.

Mr Denniston, who died in 2000 aged 86, went on to settle in Brixton, where he worked as a street trader.

"Many of us thought we would come here to get a better education and to stay for about five years," he said. "But then some of us have ended staying for 50."

As for the ship itself, it made its final voyage in 1954, catching fire and sinking in the Mediterranean Sea with the loss of four members of crew. All of its passengers were saved.

Resources – Lesson 4

Photographs of Windrush Passengers for classroom Posters



- **Credit:**
Getty Images

Resources – Lesson 4

Photographs of Windrush Passengers for classroom Posters



Resources – Lesson 4

Extracts and photographic images from autobiographies /biographies about Windrush passengers –

www.windrushfoundation.com

Additional Information Below - Optional / Windrush by Mike Phillips

http://www.bbc.co.uk/history/british/modern/windrush_01.shtml

You Tube video from National Treasures Live BBC 1 (Lenny Henry Windrush)

<https://www.youtube.com/watch?v=i7yP-yN2hpA>





Resources – Lesson 5

- <https://newafricanmagazine.com/current-affairs/empire-windrush-why-uk-has-not-been-all-land-of-milk-and-honey/>



Resources – Lesson 5

Footage of the arrival of the Empire Windrush

<https://www.youtube.com/watch?v=LZf0HnnT6ZE> (from 0.50)



Resources – Lesson 5



Resources – Lesson 5



- **Credit:**
www.museumand.org

Resources – Lesson 5



- **Credit:**
www.museumand.org



Resources – Lesson 5



- **Credit:**
(Photo by Haywood Magee/Picture Post /Getty Images)

<https://reaction.life/windrush-generation-history-unbelonging/>

Resources – Lesson 5



- **Credit:**
A West Indian looks for accommodation in Liverpool in 1949. Photograph: Bert Hardy/ Getty Images



Resources – Lesson 5



Resources – Lesson 5



Resources – Lesson 5

📌 https://medium.com/@pitt_bob/if-you-desire-a-coloured-for-your-neighbour-vote-labour-the-origins-of-a-racist-leaflet-7978858dd02f

FACE THE FACTS

IF YOU DESIRE A **COLOURED**
FOR YOUR NEIGHBOUR
VOTE LABOUR

IF YOU ARE ALREADY BURDONED
WITH ONE

VOTE TORY

The Conservatives once in Office, will bring up to date the **Ministry of Repatriation**, to Speed up the return of home-going and expelled immigrants.

Resources – Lesson 5

Photographs

- <https://www.theguardian.com/global/gallery/2018/apr/17/windrush-arrivals-new-life-in-uk-archive-photos>

Stories/Reports

- <http://theconversation.com/windrush-generation-the-history-of-unbelonging-95021>
- <https://newafricanmagazine.com/current-affairs/empire-windrush-why-uk-has-not-been-all-land-of-milk-and-honey/>

Alford Gardner or any other stories from the Windrush Generation which tells the story about what life was like following their arrival

- <https://www.bbc.co.uk/news/av/uk-44568095/windrush-generation-three-stories>

The Yorkshire Post

- <https://www.yorkshirepost.co.uk/news/analysis/real-lives-one-of-the-few-surviving-windrush-passengers-on-his-journey-from-the-caribbean-to-britain-1-8996586>



Resources – Lesson 6

Class Photograph 1948-50 and current annual class photograph for comparison

http://www.edinphoto.org.uk/0_g_p/0_groups_and_outings_royston_school_1948_age_10.htm

Lesson 6 Class Photographs - John Carlton Hill

- Class photographs c1948/50 By C West
- Here we have a wonderful collection of class photographs taken at St John Carlton Hill in the years 1948 to 1950.



Resources – Lesson 6



- **Caption:**
Class 3 probably 1948/49 (I am middle row 2nd from rt.) in the playground
- **Credit:**
From the private collection of C. West

Resources – Lesson 6



- **Caption:**
1950 class 2,
front row 1st
left named
Tony and
3rd from left
probably
Andy (seated)
- **Credit:**
From the
private
collection
of C. West

Resources – Lesson 6



- **Caption:**
1950 or '51,
I am seated
2nd from left,
Janet Hill 2nd
row 2nd from
rt. Boy with
withered arm
3rd row 5th
from left
- **Credit:**
From the
private
collection
of C. West

Resources – Lesson 6

📌 BARONESS PATRICIA SCOTLAND

https://en.wikipedia.org/wiki/Patricia_Scotland

Baroness Patricia Scotland

Queens Council and joint first black woman peer

Patricia Scotland was born in Dominica in 1956, and arrived in Britain at the age of 2 along with 10 other siblings. As she grew she took a liking for dance and wanted to be a modern expressionist ballet dancer at 16. She later attended university and distinguished herself as a lawyer before entering the political arena in 1977, where she was called to the bar and served two terms of government for Labour firstly in the Foreign and Commonwealth Office as Foreign Office Minister and then working for the home department at the Lord Chancellor's Office. There she was effectively number two to Lord Irvine of Largs and the lead minister on immigration and asylum matters, legal aid, legal services and the development of Civil Law in the UK.

In 1991 she made legal history becoming the first black female QC (Queens Counsel) at the age of 35. She was made a bencher of the Middle Temple in 1997, becoming a judge in 1999, and raised to the Privy Council in 2001.

She is also a member of the bar in Antigua and Dominica. In 1997 she was created a peer as Baroness Scotland of Asthal, in

the County of Oxfordshire. The Baroness was considered to be a rising star in the Tony Blair administration, Baroness Scotland was impeccably well connected, being close to two of Prime Minister Blair's confidants: Charles Falconer (Britain's Solicitor General) and Derry Irvine (Lord Chancellor).

Baroness Scotland has received numerous awards and commendations including an honorary degree from the University of Westminster for services to law, government, social justice and International affairs. Among her other accomplishments: Chair of HMG Caribbean Advisory Group; Dominican Representative of the Council of British Commonwealth Ex-Services League; Member of the Lawyers' Christian Fellowship; Member of the BBC World Service Consultative Group Lifeline (Trinidad & Tobago); Honorary Fellow of Wolfson College, Cambridge, Member of The Millennium Commission; Patron of the Women and Children's Welfare Fund. She has specialized in family and public law and has chaired and represented parties in a number of major inquiries relating to Child Abuse, Mental Health and Housing.



Resources – Lesson 6

📌 BARONESS PATRICIA SCOTLAND

https://en.wikipedia.org/wiki/Patricia_Scotland

Baroness Patricia Scotland

Queens Council and joint first black woman peer

Baroness Patricia Scotland was recently elected by Commonwealth leaders as the first woman to become secretary general of the Commonwealth of Nations.

Her responsibilities will include representing the Commonwealth publicly, as she is the chief executive officer of the Commonwealth Secretariat which supports dialogue and collaboration between member governments at the intergovernmental level. Baroness Scotland is scheduled to take up office April 2016.



1. She is the 10th of 12 children born to a Dominican mother and Antiguan father. She is the last of her siblings to be born in the Caribbean.
2. Baroness Scotland lives in London with her barrister husband and their two sons.

Here are 10 things you should know about Baroness Scotland.

3. In 1991, she was the first black woman to be made a Queen's Counsel. And at age 35, was the youngest Queen's Counsel since William Pitt.
4. She was made a bencher of the Middle Temple in 1997, becoming a judge in 1999, and raised to the Privy Council in 2001.
5. Baroness Scotland is also a member of the bar in Antigua and Dominica.
6. She became the first black female government minister in 1999, and the first woman to be appointed Attorney General since the post was created in 1315.
7. On January 1, 2014, Scotland was appointed chancellor of the University of Greenwich, a position she still holds today.
8. The Baroness' first love was dancing and at age 16, she wanted to be a modern expressionist ballet dancer.
9. Scotland fell in love with law and politics while attending the Walthamstow School for Girls in London and was a distinguished lawyer before entering the political arena in 1977.
10. Baroness Scotland has received numerous awards and commendations, including an honorary degree from the University of Westminster for services to law, government, social justice, and international affairs. Among her other accomplishments: member of the Lawyers' Christian Fellowship, member of the BBC World Service Consultative Group Lifeline (Trinidad and Tobago), Honorary Fellow of Wolfson College, Cambridge, member of The Millennium Commission, and patron of the Women and Children's Welfare Fund.

Resources – Lesson 6

📌 LORD DAVID PITT

<http://jennettearnold.com/wp-content/uploads/2014/09/Echoes-A5-red.pdf>

Lord David Pitt (youtube)

<https://www.youtube.com/watch?v=SYyICTYnfZg>

The late Lord David Pitt of Hampstead was the longest serving black Parliamentarian, having been granted a life peerage in 1975. He spent his life speaking out for the underrepresented black community in Great Britain.

Born on the island of Grenada in the West Indies, David Pitt attended Grenada Boys' Secondary school and was raised a devout Roman Catholic. In 1932 he won Grenada's only overseas scholarship to attend the prestigious medical school at the University of Edinburgh in Scotland. After graduating with honours, he returned to the West Indies in 1938 and practiced medicine in St. Vincent and Trinidad. There he met and married Dorothy Alleyne; they had three children.

In 1943 Pitt helped found the West Indian National Party and served as its president until 1947. This party was considered radical in its day because it advocated independence for Trinidad within a West Indian federation. He won election to the borough council in San Fernando, Trinidad, where he also served as deputy mayor. In order to lobby the British government for independence, he travelled to Great Britain in 1947. His efforts were unsuccessful, and he grew disillusioned with West Indian politics. He decided to settle in the London district of Euston, where he established a medical practice that he ran for more than 30 years.

In the 1950s, Pitt was one of the few blacks active in defending the growing black population of Great Britain against discrimination and prejudice. In the 1960s and 1970s, he organised to help immigrants and improve race relations. Pitt became the first and only chair of the Campaign Against Racial Discrimination (CARD), an association founded with the encouragement of Martin Luther King Jr. Pitt believed in fighting racism within the existing power structure. In 1959 Pitt sought to represent London's wealthy Hampstead district in Parliament, becoming the first West Indian black to seek a seat in Parliament. After a campaign plagued by racist insinuations, Pitt lost the election.

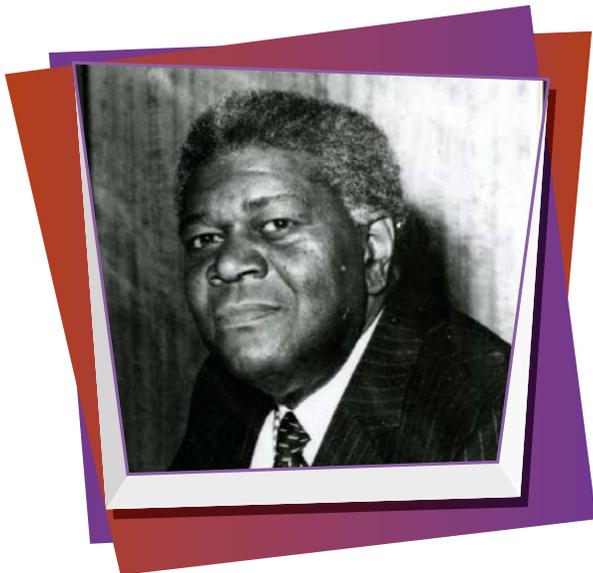
In 1961, however, Pitt won election representing the ethnically mixed, working-class Hackney district in London's city government, the London County Council (LCC). In 1964 this body was absorbed by the Greater London Council (GLC). He served as deputy chair of the GLC from 1969 to 1970 and in 1974 became the first black chair, a post he held until 1975. Pitt paved the way for the multiracial politics for which the GLC became known.



Resources – Lesson 6

In 1970 Pitt ran for Parliament again, this time as a candidate in London's Clapham district, a secure Labour seat that many believed he would win. He lost by an unusually large margin; race undoubtedly played a large role in his defeat. He was bitterly disappointed, and did not attempt to run for Parliament again.

In 1975 Prime Minister Harold Wilson appointed Pitt to the House of Lords as Lord Pitt of Hampstead. According to Pitt himself, however, his most valued honour was his election as president of the British Medical Association from 1985 to 1986, a position few general practitioners achieve. After his death, many lamented that Pitt "should have been the first Labour Member of Parliament."



Lord David Pitt, Baron Pitt of Hampstead, now deceased, was the longest serving Black Parliamentarian, having been granted a life peerage in 1975.

Born in Grenada, he came to Britain in 1933 to study medicine at Edinburgh University. His achievements in his two chosen careers of medicine and politics were considerable. In 1943, while practicing medicine in Trinidad and Tobago, he was founder member and leader of the West Indian National Party. Upon his return to live in Britain in 1947 he served as a Member of London County Council and a Chairperson of the Greater London Council and, from 1985-88, as President of the British Medical Association.

He was Deputy Chairman of the Community Relations Commission from 1968-1977, and Chairman in 1977. Notably, Pitt was a member of black peoples' and anti-discriminations organisations such as the League of Coloured Peoples and the Campaign Against Racial Discrimination which he chaired in 1965. As a prominent member of the House of Lords, inner city issues were among his major concerns.

He was Chairperson of the Shelter National Campaign for the Homeless; Chairperson of the Race Equality Unit of the Institute of Social Work; President of the Open Door Counseling Service for the Youth of North London; President of the African-Caribbean Medical Society and Co-Chairperson of the Urban Trust, which provided pump-priming finance for projects in inner city areas. He was buried in Grenada with full honours following his death in London December 18, 1994.

Resources – Lesson 6

📌 **BARONESS LAWRENCE OF CLARENDON OBE (woman's hour)**

<http://www.bbc.co.uk/programmes/profiles/2RMgSY0S7fKV5DDLp57Z9xL/1-doreen-lawrence>

Baroness Lawrence of Clarendon, OBE, was born in Jamaica and travelled to the UK at an early age. After completing an access course as a mature student, she then embarked on a BA Hons Humanities degree. Stephen, Baroness Lawrence's first son, was murdered in the first year (1993) of her course and she was left with no choice whilst still studying, to challenge the justice system and the police because of their racist behaviour against her family. Baroness Lawrence successfully completed her degree in 1995.

After enduring the initial bungled investigation, the acquittal of suspects, the Macpherson Report's findings of institutional racism and its conclusion that 'Stephen Lawrence's murder was simply, solely and unequivocally motivated by racism', a measure of justice was achieved with the conviction of two suspects of Stephen's murder in January 2012.

Baroness Lawrence is currently the Director of the Stephen Lawrence Charitable Trust. She set up the charity in 1998 to give bursaries to young people who want to study architecture because her son Stephen aspired and worked towards being an architect. The Stephen Lawrence Centre, built in Stephen's memory, is situated

in Deptford in the London Borough of Lewisham and provides a broader range of the professional and vocational skills that help shape our environment.

Baroness Lawrence was appointed OBE for services to community relations in 2003 and received a life peerage in 2013, taking office in the House of Lords as a Labour Peer in October 2013. She was admitted as an Honorary Freewoman of the London Borough of Lewisham on 14 March 2014 in recognition of her work in seeking justice for her son, Stephen and for creating a positive and dynamic legacy in his honour through the setting up of the Stephen Lawrence Centre and Charitable Trust.



Resources – Lesson 6

📌 BARONESS LAWRENCE OF CLARENDON OBE

Baroness Lawrence was raised to the peerage as Baroness Lawrence of Clarendon, of Clarendon in the Commonwealth Realm of Jamaica in 2013. She is affiliated with the Labour Party.

Baroness Lawrence was born in 1952, and was educated in south-east London. The British Campaigner is the mother of Stephen Lawrence, a British teenager who was murdered in a racist attack in 1993.



In the aftermath of the McPherson Inquiry into the killing, she continued to campaign for justice for her son, as well as other victims of racist crime. She has worked to secure further reforms of the police service, and in 2003 was appointed OBE for services to community relations.

Baroness Lawrence is the founder of the Stephen Lawrence Charitable Trust, which promotes a positive community legacy in her son's name. She has been selected to sit on panels at the Home Office and the Police Service and is a member of both the board and the council of Liberty, the human rights organisation, as well as being a patron of hate crime charity Stop Hate UK.

Her great work has led her to receive a number of awards like the Lifetime Achievement Award at the 14th Pride of Britain Awards.

She received her peerage in 2013; the honour is rare as it is named after a location in a Commonwealth realm outside the United Kingdom. As well as this she also had the honour of taking part in the 2012 Olympic Opening Ceremony, where she joined Ban Ki Moon and others holding the Olympic flag.

She serves on the Joint Committee on Human Rights in Parliament.

Baroness Lawrence currently serves as Chancellor of De Montfort University, Leicester.

Resources – Lesson 6

📌 HERMAN OUSELEY

Lord Ouseley was born in British Guiana (now Guyana) in 1945, and came to England when he was 11. He was educated at William Penn School and Calford College, where he gained a diploma in municipal administration. He was appointed as the first principal race relations advisor in local government, and served as Head of the GLC's Ethnic Minority Unit. He later became Chief Executive of the London Borough of Lambeth and the former Inner London Education Authority (the first black person to hold such an office), responsible for over 1000 schools and colleges across the capital. In 1993, he became the executive chairman of the Commission for Racial Equality, a position he held until 2000. He is widely credited with having restored the CRE's flagging credibility.

In 2001, he was raised to the peerage as Baron Ouseley of Peckham Rye in Southwark. He is often called upon to chair independent inquiries into racism, be it in the educational system, or the Bradford riots. He is actively involved in the work of many independent and voluntary organisations including the Institute of Race Relations and the Ethnic Minority Foundation. He is non-Executive Director of Focus Consultancy Ltd, Brooknight Security Ltd and Quiktrak.

Herman Ouseley is also the Chair of PRESET Education and Training trust, Kick-It-Out plc (Let's kick racism out of football campaign), Policy Research Institute on Ageing & Ethnicity (University of Central England). He is the recipient of eight honorary degrees.

Profile: On the Level with Lord Ouseley

LORD OUSELEY OF PECKHAM RYE or Herman Ouseley, as he prefers to be described has an enviable career record.

And if 'first' was to become an official title Sir Herman Ouseley could claim another four to add to the unprecedented list achieved in his personal and professional life as a Black male in British society.

He was the first Black Race Equality Adviser in Local government in London Borough of Lambeth in 1978. The first Black Policy Advisor for Ethnic Minorities with the Greater London Council in 1981. The first Black Chief Executive in a local authority in England with the former Inner London Education Authority in 1988 and then as CEO of the London Borough of Lambeth in 1990 and the first Black Executive Chairman of the former Commission for Racial Equality.



Resources – Lesson 6

📌 HERMAN OUSELEY

Lord Ouseley's impressive career spanned thirty years in local government covering different authorities, as well as experience in disciplines such as town planning, social care, community development, facilities and people management.

He was elevated to the peerage as Lord Ouseley of Peckham Rye in 2001 and currently utilises his time purposefully between his reduced employment activities, his charitable work and his parliamentary responsibilities as an independent cross-bench peer, which, in the main, involves helping individuals who are having difficulties with institutions and championing causes which relate to providing opportunities for disadvantaged communities and eliminating inequalities and injustices.

He currently operates as a self-employed management consultant, with a varied portfolio, which includes a substantial amount of voluntary and charitable, non-remunerated activities.

What inspired or triggered your interest in your present career?

I have always drawn inspiration from my mother, who came from Guyana in 1956 (British Guiana then), and who was a nurse but did several other jobs just to keep the family together and to meet her obligations in life as she saw it. Her enthusiasm created a desire in me to pursue a career in public service. This, I regarded, as a privilege and soon found that, the so called "public service ethos," was a source of motivation to help others to meet their particular needs and to fulfill obligations to the communities and wider society being served.



What is your proudest achievement, and how do you regard failure?

My proudest achievement is to be acknowledged for doing a good job in whatever I do. I am always delighted with the personal satisfaction and pride whenever an individual meets me on the street or wherever and tells me how much they appreciate what I may have done for them (usually unknown to me), or how I may have inspired them and others, or that the contribution made by me to resolve any problem they were experiencing helped them to secure a satisfactory result. It provides me with enthusiasm to do more and to serve with pride. Equally, there are timely reminders when I have failed to live up to expectations and it can be quite humbling. Failure is a spur to do more and do better. Failure is not acceptable. Success can only be measured by the responses of the intended beneficiaries in public service provision.

Resources – Lesson 6

📌 HERMAN OUSELEY

Which political/prominent figure do you admire most for their vision or achievement?

It should not be a surprise to anyone to hear that in my lifetime that the most iconic, admirable and inspiring politician in my life has been Nelson Mandela. There can be no-one above him in my view. Meeting him was a remarkable experience in which, a truly great man made me, a mere non-entity, feel very special. That is the mark of his greatness. There are other politicians who I have found inspirational or have had the opportunity of working with and know they are genuine dedicated servants of the people. Among them are Andy Hawkins (Lewisham 1970/80s), Ken Livingstone, Paul Boateng, Diane Abbott, Keith Vaz, Bernie Grant, Bill Clinton and Barack Obama.

How would you explain your success, and how much is due to luck and how much to hard work?

My successes, such as they are, relied on being in the right place at the right time, being helped by other people, having a work ethic and always persevering in spite of obstacles, being lucky, being inspired by others and recognising that you have to take personal responsibility for your actions and not get bogged down by looking to blame others for your failings. In my view, whilst there may always be good reasons to look elsewhere to attribute blame for failure, it is important to look at oneself thoroughly and examine weaknesses and scope for improvement, as well as the tactics for overcoming the barriers which exist or which will be put there by others to prevent you from succeeding.

What in your opinion is the most significant political milestone of the last decade, and will it change the future?

The most dramatic political milestones of the last decade have been the terrorist attacks in NY and London. It has made a huge impact in international relations with the so called “war on terrorism”, on domestic policing policies with a focus on “fundamental extremism” and how we see and trust other people, especially in how we have been conditioned to be suspicious of some other groups of people who are not like ourselves and represent a threat to our well-being.

What do you think is key to building a harmonious multi-cultural Britain?

I consider that formal education programmes through teaching and learning, bold political leadership and a less biased media are the key ingredients in building a harmonious multi-cultural Britain.

If you were able to introduce a law what would that be?

If I could successfully introduce a new law it would be to make the House of Lords predominantly democratically elected, thus being served with my P45 instantly.

The American people did not expect President Obama’s timely arrival; do you think such a surprise is possible for Britain within the next fifteen years?

In the present social and political climate and culture, I see little chance of an Obama type Prime Minister in Britain in the foreseeable future.

Resources – Lesson 6

📌 HERMAN OUSELEY

You are given £50,000 to spend half on a charitable cause(s) and half on yourself. How would you spend it?

Any resources coming my way and not for me personally would be recycled to the charities that I am involved in. If I am to be cajoled into spending half on myself, a real treat would be, if it was affordable, would be to have all my friends and family treated to a personal concert performed by one of the great musical artists of my generation, Stevie Wonder. With £25,000 only, I would be lucky to get more than one tune out of him but what a treat!!!

Is there a goal that you would yet like to achieve?

The fantasy goal that remains outstanding for me to achieve is a hole in one on a golf course but I will settle for playing a good round one day. More seriously, I very much yearn to see the youngsters and adults, who I mentor from time to time, go forward to realise their ambitions and achieve their goals in life.

What would you like to be remembered for?

I would like to be remembered for living the life I loved and loving the life I lived. I thoroughly enjoyed public serving, working with people on behalf of the people and enjoyed being loved by people who appreciated me for such an attribute.

Tell us something about you that we don't know

What may come as a surprise for people who think they know me but do not know that I was a good pianist before I discovered football (much to my mother's deep annoyance and regret), was a djay in bars and clubs in South London and the Kings Road,

Chelsea, occasionally did jam sessions in clubs and famously jammed with Geno Washington at the Playboy Club in San Antonio, Ibiza a long time ago!!!! For a guy from Peckham it's what you might call "Luvvly Jubilee"!!

NOTE: Lord Ouseley was educated was at the William Penn School in South London, near his home in Peckham, where he lived most of his life, after settling there in 1957, following his arrival in England from Guyana. He achieved his municipal management diploma after studies at Catford College in Lewisham, London, and has since been awarded 12 honorary degrees from Universities across England and Scotland in recognition of the quality of his considerable work and career achievements as a trailblazer, role model, leader and mentor. Herman is a Fellow of the Chartered Institute of Personnel Management and was knighted in 1997 for services to local government and community relations.

After he stepped down as Chairman of the Commission for Racial Equality in 2000, Herman set up his own business, Different Realities Partnership, and undertook many assignments in the private, public and voluntary sectors with regard to institutional discrimination, organisational structural change, people management, community cohesion and equality treatment.

Herman's voluntary and charitable portfolio is extensive and has included being patron of dozens of local organisations, chair of a Housing Association and has set up or supported many community projects designed to meet pressing social and community needs.

Resources – Lesson 6

HERMAN OUSELEY

At present he is Chair of the PRESET educational and training trust, Chair of the Policy Institute for Ageing and Ethnicity, Council member of the Institute for Race Relations, Council member of The Football Association, Trustee of the Manchester United Foundation and has Chaired KICK IT OUT (the national campaign to kick racism out of football) since its formation in 1993/4.

He also devotes much of his time voluntarily in providing personal and professional advice and mentoring for individuals and is involved in inspirational and motivational speech-making at schools, colleges and for staff groups in the workplace. When he finds the odd moments for himself, he remembers that he has an extended family who value his existence and presence as well as many trusted and lovable friends, who provide support and inspiration.

<https://www.obv.org.uk/our-communities/parliamentarians-and-campaigners/level-profiles/profile-level-lord-ouseley>



Resources – Lesson 6

📌 RUDY NARAYAN

11 May 1938 – 28 June 1998
Barrister and civil rights activist

Born in British Guiana, Rudy was the ninth of his parents' ten children. He migrated to Britain in 1953 and later took several casual jobs before joining the Royal Army Ordnance Corps. After seven years' service and promotion to the rank of sergeant, he left the British Army in 1965 and decided to become a barrister. He studied at Lincoln's Inn, where he was founder and first President of the Bar Students' Union.



He was widely recognised as a phenomenal advocate and took the lead in several high-profile trials such as the Thornton Heath 10, Cricklewood 11 and Bradford 12 and cases arising from the Brixton and Bristol Riots of the 1980s. He was a co-founder of the Afro-Asian and Caribbean Lawyers Association with Sibghat Kadri in 1969 which was later renamed the Society of Black Lawyers.

Rudy protested against what he saw as the racism of solicitors, barristers, and judges in Birmingham and faced his first disciplinary hearing in 1974. He was reprimanded in 1980 for being discourteous to a judge, and then acquitted of professional misconduct in 1982, after claiming in a press statement that the Attorney General and the Director of Public Prosecutions were in "collusion with the National Front and fanning the flames of racial hatred" (although he was suspended for six weeks for other infractions). Nevertheless, complaints led to the creation of the Bar Council's race relations committee in 1984, and an amendment to the Race Relations Act to prohibit race discrimination in the legal profession. He was disbarred after his fifth disciplinary tribunal.

Rudy was elected as a Labour Party Councillor to Lambeth London Borough Council in 1974, on which he served one term. He was the first chairman of Lambeth Law Centre.

Resources – Lesson 6

📌 RUDY NARAYAN

As a writer, his books included, *Black Community on Trial* (1976), *Black England* (1977) and *Barrister for the Defence* (1985).

Also, he wrote an eight-part drama series *Black Silk* which was based on his life, and which was broadcast in 1985 on BBC television.

Further reading:

The irresistible Rise of Multi-Racial Britain, by Trevor and Mike Phillips (Harper Collins, 1998) & BBC online sources about the Windrush by Mike Phillips

http://www.bbc.co.uk/history/british/modern/windrush_01.shtml

Keep on Moving: The Windrush Legacy by Tony Sewell;

Race, Education and Immigration Policy by Francis Benskin (Dorrance, 2012)

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KS2 Lesson Plans for Studying the Empire Windrush and Caribbean migration

