



EMPIRE WINDRUSH RESOURCE PACK



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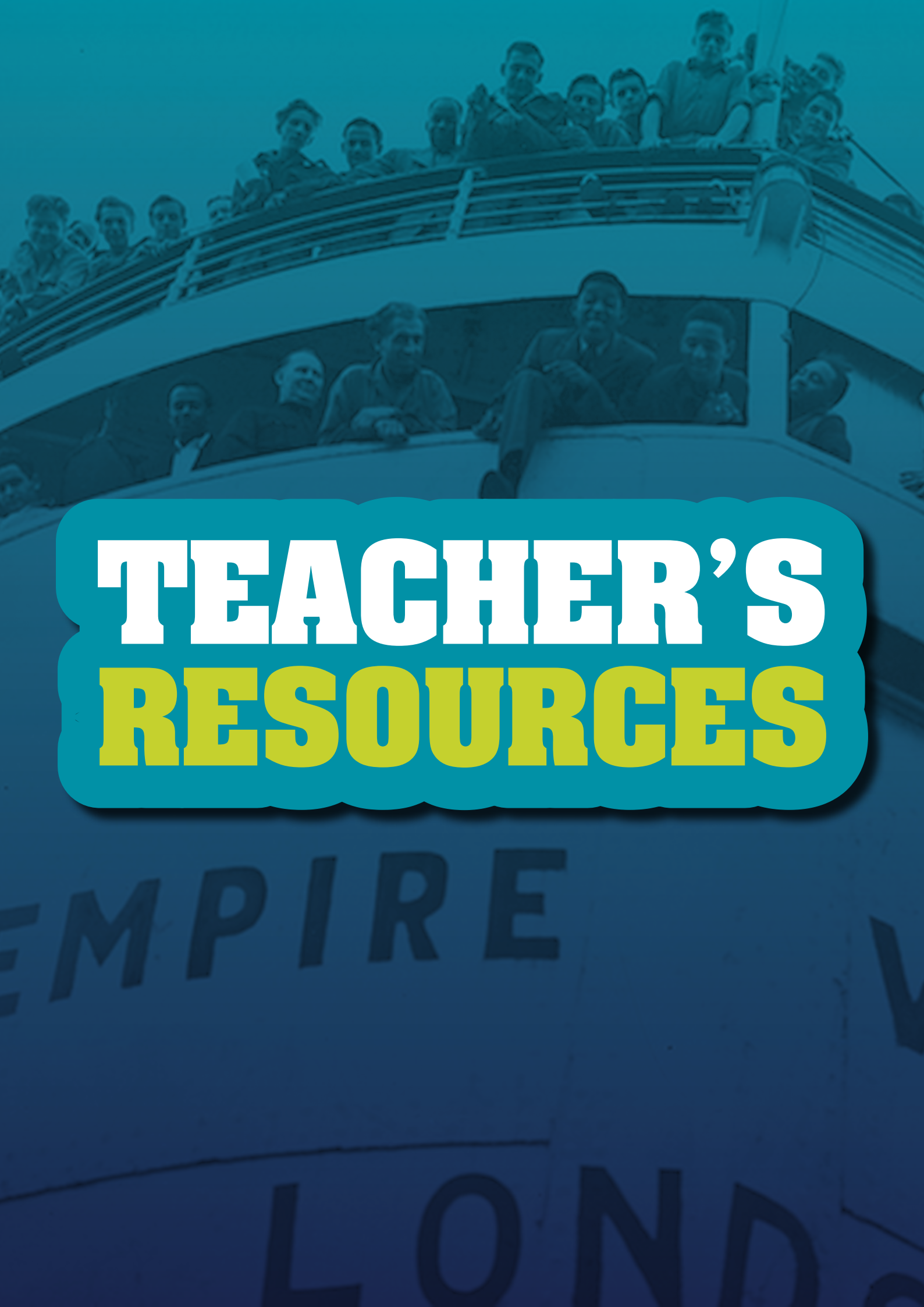
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About Bigfoot





TEACHER'S RESOURCES

Dear Teachers,

We hope you are looking forward to the forthcoming Black History Month 'Empire Windrush' programme that we will be delivering in your school!

Within this resource pack you will find lots of information regarding the history of the Empire Windrush, the passengers who travelled on it, and the context in which the event happened. The pack also contains a variety of pre and post workshop activities; whilst it would be fantastic for the students to know a little about the Empire Windrush prior to our visit, it is not fundamental.

This programme has been designed to include all types of learning as creatively as possible and in a safe learning environment. We also try to encourage teacher involvement where appropriate so that you can become familiar with the techniques we demonstrate for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. Therefore, if you would like any suggestions as to how to do this, please approach us on the day.

Prior to our visit, it would be extremely helpful if a CD player was made available so that we can ensure our visit is as multi sensory as possible.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further information about Bigfoot's work, please do not hesitate to contact us.

Also, if you feel there is any information about your school or class that you think we should know prior to the day of our visit, please do contact the Bigfoot office as soon as possible.

We look forward to working in your school!

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Who, what, where, when, how?

WHAT was the empire windrush?

- ★ The Empire Windrush was a Troopship that sailed from Kingston, Jamaica to Tilbury, Essex.
- ★ It set sail from Kingston on 24th May 1948 to arrive in Tilbury on June 22nd 1948
- ★ The Empire Windrush departed originally from Australia before docking at various ports in the Caribbean (West Indies) to collect passengers. Ports visited ranged from Antigua, Barbados, Dominica, Grenada, Guyana, Jamaica, Monserratt, St Kitts-Nevis, St Lucia, St Vincent, Trinidad and Tobago
- ★ Ticket prices to travel the passage to England were only £28.10 to encourage men and women to go and help the 'Mother Land'
- ★ Tickets were advertised in a Jamaican newspaper, The Daily Gleaner. The headline on Tuesday April 13th 1948 announced: "Passenger Opportunity To United Kingdom"
- ★ The Empire Windrush was built by Blohm and Voss in Hamburg and originally named Monte Rosa. However, after a fire, she was renamed The Empire Windrush in 1947. She sank at 00:30 on March 30th 1954

WHO travelled on the empire windrush?

- ★ The passengers on board The Empire Windrush consisted mainly of ex service men and women on their way back to Britain after WWII. Others wanted to make the trip with their comrades in order to join the RAF.
- ★ Many passengers were also skilled workers and enthusiasts who wanted to help rebuild Britain after the War.
- ★ 492 passengers from the Caribbean were on board. 300 passengers were situated on top deck and 192 below deck.

WHY did they want to travel on the empire windrush?

- ★ In 1948 Britain was just beginning to recover from the destruction of WWII. However, there was a huge labour shortage as a result of the war throughout the country
- ★ Many poor people living in Jamaica heard that Britain, referred to as 'the mother country', was in need of their help. For them this was the chance of a lifetime
- ★ Very few people who migrated to Britain actually intended on staying. Having been led to believe that Britain was rich and prosperous, they hoped to make lots of money which they could then take back to the West Indies.
- ★ Most passengers did not know what to expect on arrival in England:
 - 25% of passengers were promised to get a job in the RAF
 - 30% were ex-servicemen expected to get a job anywhere in the UK
 - 45% were unsure about what to expect and hence, left it to fate



Who, what, where, when, how?

WHERE did they go after the journey?

- ★ The Colonial Office had nothing prepared for the settlers to live in on arrival to England, so Baron Backer, a West Indian who stayed in Britain after the war, suggested the use of Clapham Common Deep Shelter.
- ★ The shelter had been used for German and Italian prisoners of war and was no longer used and so could be used as short term accommodation for the settlers. Baron knew about this shelter as he had used it when he came to London and had no where to live.
- ★ Major Keith told Baron Baker that he should get in touch with (Dame) Joan Vicars. They discussed the situation in detail and Baron decided that he would go on the ship and tell the people not to leave the ship until the telegram had arrived.
- ★ One hour after he was on the ship he received the telegram that he was waiting for. The shelter housed 236 settlers that night.
- ★ Brixton was soon made a multi-racial community due to the shelter being less than a mile away from Brixton. Most of the settlers found places to live in that locality.

HOW did they help to rebuild Britain

- ★ Not all white Britons welcomed the black Britons. Many found that the colour of their skins provoked unfriendly reactions. For example, despite the desperate shortage of labour some West Indians still found it difficult to get good jobs. Often they were forced to accept jobs which they were over-qualified for, or they were paid less than their white colleagues.
- ★ In April 1956 London Transport started to recruit more and more people from the West Indies.
- ★ There were still more people needed. Finally, 11 million workers from other countries were recruited; that was 5% of the workforce in the UK.
- ★ West Indians also experienced difficulties in finding suitable places to live. Since few had much money, they had to find cheap housing to rent near to their workplace. This was often in the poor inner-cities. Even if they did have enough money to rent better quality housing, West Indians had to face the fact that some landlords refused to rent to black people.
- ★ Things became better for the black /ethnic minority people after the first Race Relation Act in 1965 was passed. After this, in 1968 and in 1976, further Race Relations Acts were passed.



Windrush Welcome Poem

They brought a certain style
To the sceptered isle
From that other realm, the Caribbean
One newspaper spoke of the dazzling ties
And said hope shone in their eyes
But they came with no sword or musket.
I speak of those Windrush pilgrims, pioneers,
Or simply call them followers of a dream
When dreams were coloured red white and blue.

But like the all-embracing breeze
That shows no concern
For the origin of a flag
Let the heart learn
To fly its banner
Without regard to colour
As moon and dark unite
Within a single sky

On such a day
Will black and white raise a rum
To Windrush welcome
And a flag will open
Out its fluttering arms
And this time round
The bard will say

That England, that was wont to conquer others
Hath made a glorious conquest of itself.



Passenger Stories

Mr Oswald 'Columbus' Denniston

Word went round that this boat was taking passengers for a cheap fare £28.10 shillings to go to Britain. It was common knowledge that there was work in Britain, just after the war. The war ended 3 years earlier. So there was a lot of scope. It took me a week to wind things up to travel.

I had no ties I wasn't married or anything like that I come from Montego Bay, Jamaica. I knew no one in England, I had travelled before to America and Panama. I had no idea what I was coming to.

Vince Reid

My parents brought me on the Windrush - I had no choice in the matter. They didn't have to - it was obvious they came in search of a better life, better opportunities. It was quite a devastating experience. I was thirteen when I arrived so I wasn't a man, I was a boy. Most of the people on the Windrush were men. I had never been out of Kingston same as for anybody, to go on this big ship, for all those days it was quite an experience

Lucile Harris

I came here in 1948 my husband sent for me. He and his brother came up a year before. I reached here the 22nd June, it was a lovely day, beautiful, and they were all at the dock waiting for me. I think it was Tilbury, I was very excited. The journey took 22 days, and that was a very long time. We enjoyed the journey, I was coming up to meet my husband, I was very anxious to come and meet him, because when he left we were just married, we got married and he left the following day. Imagine how exciting it was for me.

When I came to England I live in Brixton, near the market. I tell you when I came here there were hardly any buildings standing and far as you can look it bomb and burn outright through and through. My husband sorted out a place to live, before he sent for me.

Well I am glad that my husband sent for me, here anybody come to this country they can make a good life, its a nice country, it cold, it's different, but you can live happily; that's all I'm saying, I'm only sorry he is not around.

Clinton Edwards

I first came to England during the war, in the RAF. When I went back home there was no work so I decided to come back. There was a boat coming back, by the name of Windrush and it was only £28, so I paid my fare and come back. I was in the war for 3 years and came back in 1948 on the Windrush as the opportunity for jobs in this country was better than back home in Jamaica.

When I came back it was a bit more difficult I was a civilian then, I had to find work. The first job I got as a welder, instead of doing welding they gave me a wheelbarrow and a shovel. After a couple of weeks my arms (laughter) were sore. So I packed it in and re-enlisted in the RAF. I knew what to expect in the RAF.

My life in England has been very good, I enjoy my work, and my work mates and they treat me nice. I have been back home several times on holiday. I still call Jamaica home, although I lost my parents you know. the home is still there, my relatives live there, and I have to keep up with the repairs, but I prefer to live here. I am married, my family is here, my children, my grandchildren. I am quite happy here, you know.

A Timeline; The British Empire Post Empire Windrush

1830
Slavery is abolished altogether

1807
Britain abolishes the trade of slaves

Victorians (1837 - 1901)
1800s
Britain becomes a champion of Free Trade across the whole Empire.

1962
Commonwealth Immigrants Act (limiting immigrant entry into Britain - only those with government-issued employment vouchers can settle.)

Stuarts (1603- 1713)
1607 - 1625
England establishes a network of colonies in North America and the West Indies with whom they can trade.

1775-1815
Britain now has possession of more land and people in the Americas than anyone else in Europe

Late 20th Century (1951 - 1999)
1952
McCarren-Walter Act is passed by the American government. (aimed at limiting the number of migrants entering the US)

1400

1500

Tudors (1485- 1602)
1492 'The New World'
Christopher Columbus sails un-chartered sea and arrives on the Caribbean Islands. This paves the way for other such explorers, and European Powers begin to take over the Caribbean Islands and mainland America

1600

1698
Jamaica is the largest British slave colony, as well as the wealthiest colony, in the British Empire.

1700

1700

The slave trade develops- By this point up to 350,000 people have emigrated from England across the Atlantic

Georgians (1714- 1836)
1700s

Britain rises to a dominant position among European trading Empires.

1800

1900

Early 20th Century (1902- 1950)
1914-1945
Men from the Caribbean fight for Britain in both World Wars

1931

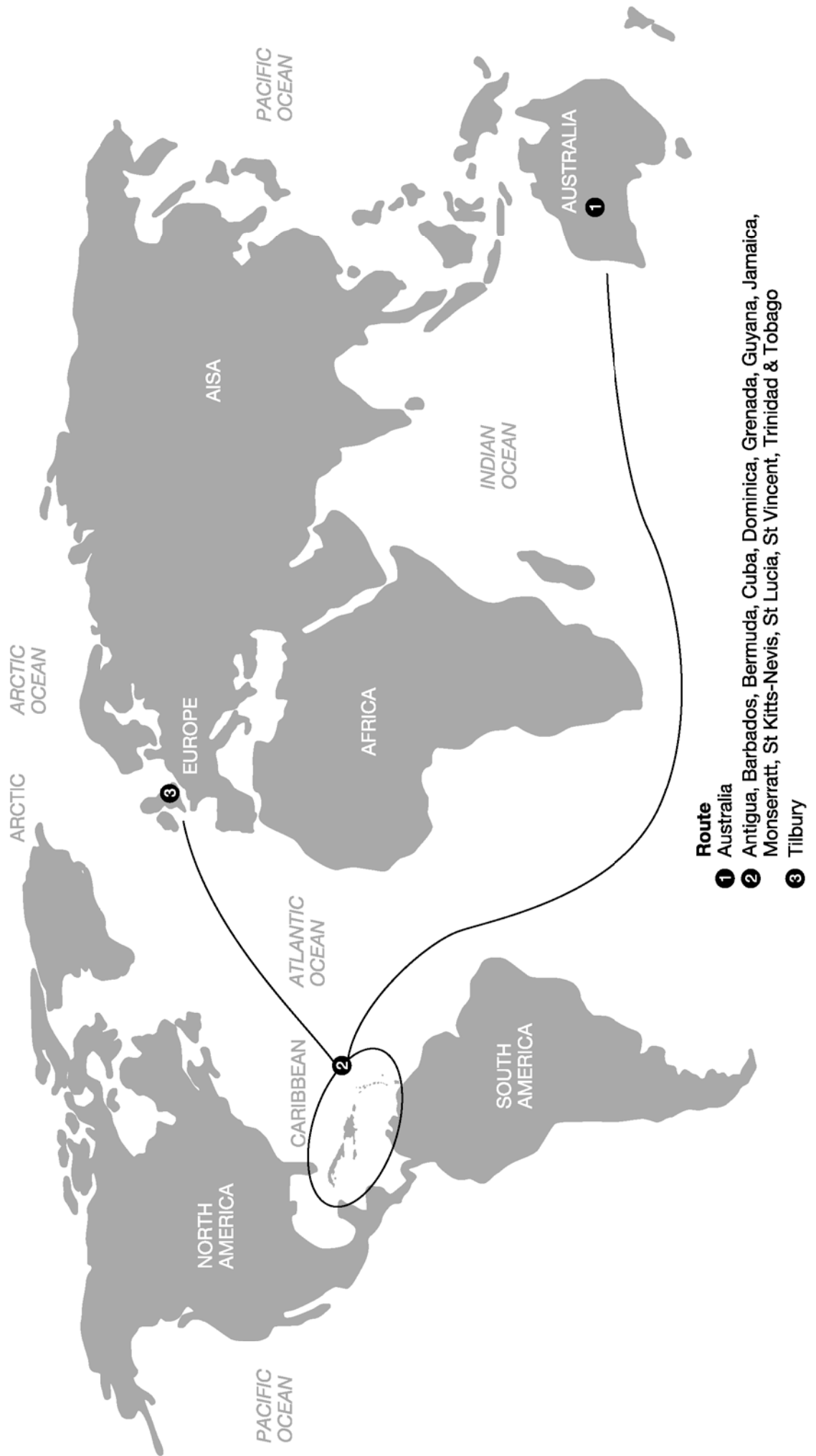
Dr Harold Moodley sets up 'The League of Coloured People' in Britain to help Caribbean and African people in trouble.

1948

June 22nd: Empire Windrush
Journey from Jamaica to Tilbury



Across the Globe



24 Years of the Empire Windrush

The Empire Windrush arrived at the port of Tilbury on 22 June 1948, carrying 492 passengers from Jamaica wishing to start a new life in the United Kingdom. The passengers were the first large group of West Indian immigrants to the UK after the Second World War.

Early history

The diesel-powered motor ship was built by Blohm & Voss in Hamburg, Germany and launched on 4 December 1930

She was delivered to a Hamburg based South American Steam Shipping Company in 1931, which named her Monte Rosa and used her for cruises..

During the Second World War, the ship was used as a barracks ship, a troopship, and later used as an accommodation and recreational ship stationed in the north of Norway. In 1944, the ship was being used as a refugee evacuation ship rescuing Germans trapped in Latvia and East Prussia

In May 1945, the Monte Rosa was captured by British forces and taken as a prize of war. The following year the ship was assigned to the British Ministry of Transport and converted into a troopship.

She was renamed HMT Empire Windrush on 21 January 1947. The vessel was used for the British Government and made one voyage only to the Caribbean before resuming normal trooping voyages.

Australia-Jamaica-England

In 1948, the Empire Windrush was en route from Australia to England via the Atlantic, docking in Kingston, Jamaica. An advert had appeared in a Jamaican newspaper offering cheap transport on the ship for anybody who wanted to come and work in the UK. At that time, there were no immigration restrictions for citizens of one part of the British Empire moving to another part.

Among the passengers were calypso musicians Lord Kitchener, Lord Beginner, Lord Woodbine and Mona Baptiste, alongside 60 Polish women displaced during the Second World War

There was also a stowaway on board, Averill Wauchope. She was a 25-year-old seamstress who was discovered seven days out of Kingston. A whip-round was organised on board the ship, raising £50 – enough for the fare and £4 pocket money for her.

The arrivals were temporarily housed in the Clapham South deep shelter in south-west London, less than a mile away from the Coldharbour Lane Employment Exchange in Brixton, where some of the arrivals sought work.

Later history

The Empire Windrush set off in February 1954 on what proved to be her final voyage, sailing from Yokohama and Kure to the United Kingdom with passengers including recovering wounded United Nations veterans of the Korean War and also military families.

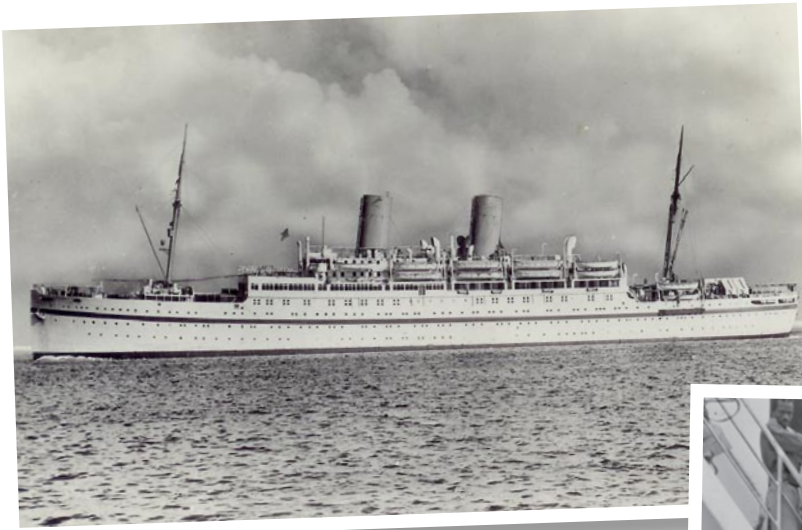
The voyage was plagued with engine breakdowns and other defects and an engine room fire began after a fall of soot from the funnel damaged oil-fuel supply pipes. The subsequent explosion killed four members of the engine room crew. The fire could not be fought because of a lack of power for the pumps and the ship did not have a sprinkler system. The lack of power also prevented many lifeboats from being launched and the remainder were unable to accommodate all the survivors, who were mostly clad in their nightclothes.

The Empire Windrush sank before first light the following morning, Monday, 30 March 1954.

The main steering wheel from the vessel is now held at the offices of the Open University at Milton Keynes.



1948 Photo Reel



Glossary of Terms

TROOPSHIP; A ship used to carry soldiers, either in peacetime or wartime (also troop ship or troop transport). Operationally, troopships are normal ships, and unlike landing ships, cannot land troops directly on shore.

MIGRATION; The movement of people from one locality or country to another. Over the course of history, humans have been known to make large migrations. This can be compared with periodic passages of groups of animals such as some birds and fishes.

THE MOTHER COUNTRY; The country from which the people of a colony or former colony derive their origin. In relation to America and the Colonies, the term was used to describe England. The inhabitants of North America, Australia, etc., are for the most part descendants of English parents, and therefore England may be termed the mother country. The Germans call their native country Fatherland.

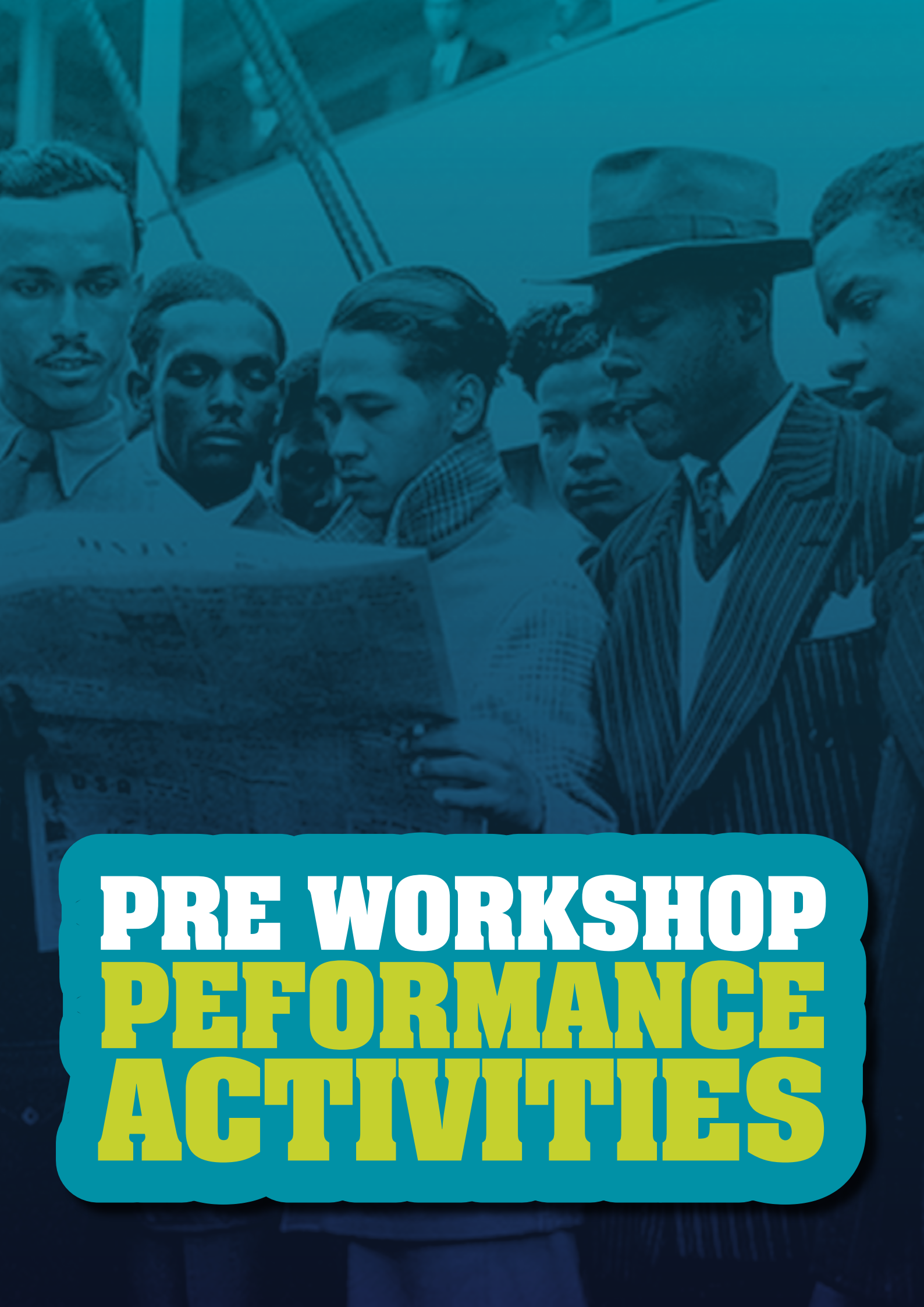
SETTLERS; Settlers are people who have travelled of their own choice, from the land of their birth to live in "new" lands or colonies. It has been argued that all people are "settlers", since migration has featured throughout human history and prehistory.

THE WEST INDIES; Term for islands in or bordering the Caribbean Sea, including the small islands off the north coast of South America, and the Bahama Islands. The West Indies are commonly divided into three groups: the Bahamas, which include the Commonwealth of the Bahamas and the British crown colony of the Turks and Caicos; the Greater Antilles, which consist of the four largest islands of Cuba, Hispaniola (the Dominican Republic and Haiti), Jamaica, and Puerto Rico; and the Lesser Antilles (qv) which consist of the smaller easternmost islands stretching from the Virgin Islands through Trinidad and the small islands off the coast

COLONY; a territory settled or conquered by a people from a distant land for the purpose of expanding cultural, economic, or political power. The body of people who settle there, although far from home, maintain ties with their homeland and remain nationals of their home state.

COLONIAL OFFICE; The Colonial Secretary was the British Cabinet official in charge of managing the various British colonies. The position was first created in 1768 to deal with the increasingly troublesome North American colonies.





PRE WORKSHOP PERFORMANCE ACTIVITIES

What do I know?

- ★ The Empire Windrush picked up many of its passengers from Jamaica which is in the Caribbean. Can you name some other Islands in the Caribbean?

- ★ There are many types of exotic food that we use today which originally comes from the Caribbean. Can you name some?

- ★ The Empire Windrush was used to transport Servicemen and women back to Britain after the Second World War (WWII). Are you able to find the dates that WWII started and ended?

- ★ The Empire Windrush's destination was Tilbury in Essex. Using a map, are you able to find where the port of Tilbury is in Essex?

- ★ The Empire Windrush was a Troopship and so very different to other ships we may see in pictures. Can you find and draw a picture of a Troopship?



What do I know?

- * Traditional Caribbean music at the time of The Empire Windrush was called Calypso. Can you name any other types of traditionally Caribbean music that we listen to today?

- * In 1948 Britain was just starting to recover from WWII. Are you able to find any pictures of what London was like after the war?

- * After WWII, the British government wanted to recruit workers from the Caribbean to help rebuild the country. What kind of work do you think they may have done?

NB.Teachers

It would be helpful if, prior to the performance/workshop, the children were able to have a little understanding of not only The Empire Windrush, but also the context in which the event happened. The above list of question and answer activities are designed to prompt the children to research for themselves the Caribbean and Britain, then and now. The activities may be done in pairs or small groups and the answers then presented to the rest of the class as a group sharing event.



All Aboard



THE EMPIRE WINDRUSH

Buy your tickets for the most exciting adventure **EVER!**

Travel to the port of Tilbury in England
and help rebuild the 'Mother Land'

Departs: Kingston, Jamaica on 24th May 1948
Arrives: Essex, England on 22nd June 1948

**TICKETS
ONLY
£28.10**

DON'T MISS OUT!

NB: Teachers

Ask the children to imagine they are responsible for advertising The Empire Windrush trip in Jamaica and so have to design and draw a poster. (use the one above as an example)

How will they get people interested in it? What might they say to encourage people to go to England? What are important facts to include on the poster?

Posters may be displayed around the school prior to the performance/workshop



Tickets Please

Pasenger Number: _____

5 East street,
Kingston,
Jamaica


The Empire Windrush

Name: _____ Date: _____

For: PASSAGEE TO ENGLAND Sign: _____

Cost: _____

With Thanks

NB.Teachers

Instructions: Photocopy this template and distribute to the children. Ask them to fill in the missing information, i.e. Name, Date, Cost (they can find this on the Fact sheet), and signature.

They may want to bring this ticket along to the assembly or workshop to be collected or shown to the characters they meet.





POST WORKSHOP PERFORMANCE ACTIVITIES

Quick Quiz

✱ Name the ship that Grace travelled to England on

.....

.....

✱ How long did the journey take?

.....

.....

✱ How many people travelled on board the ship from Jamaica to England?

.....

.....

✱ Who was Grace going to meet in England?

.....

.....

✱ How much did the fare cost to travel to England on the Empire Windrush

.....

.....

✱ What job did Grace hope to do when she arrived?

.....

.....



Quick Quiz

* What passengers wore uniforms on the ship?

.....

.....

* What year did World War 2 end?

.....

.....

* Why did England need help from those who lived in British colonies overseas?

.....

.....

* Who does Grace say she is going to miss from Jamaica?

.....

.....

* What dock did the ship arrive at in Essex?

.....

.....

* What date did the ship arrive in England?

.....

.....



As pleased as punch; a Caribbean recipe

Ingredients

1 pint of orange juice
1 pint of pineapple juice
The juice of 2 limes
Half a pint of water or lemonade
Half a teaspoon of nutmeg
1 banana chopped
Small tin of pineapple chunks
Fresh mint to garnish
(Add small amount of sugar if necessary)

method

Mix all ingredients together in a large bowl. Place in a jug. Garnish with mint. Chill in fridge. Serve cold.
Sit back and enjoy a taste of the Caribbean.

task

The word 'Caribbean' refers to a group of islands in the Caribbean sometimes called the West Indies. If you locate South America on your classroom atlas you will be able to see how many islands there are in the Caribbean and how far those islands are from Britain. Each island has its own culture and traditions, but often they share some of the same foods and climate, but not always the same language.

Perhaps you or someone you know has connections to one or more of the Caribbean Islands. Can you locate that island on an atlas and share what you know with your class?



Arts, crafts and word fun!

Ingredients

Ask the students to remember how Grace looked when boarding the Empire Windrush. Was she excited.

Now get them to draw a picture of other passengers who may have been onboard the ship with Grace. Think about

- ★ How they are dressed...
- ★ Expressions on their faces
- ★ What they are doing...
 - handing in tickets
 - looking back to Jamaica
 - waving

Storyboard

The story of how Grace travelled to England on the Empire Windrush contains many important points, some of which may be difficult to remember. Ask the students to pick SIX points that they remember from the story and to draw a picture to represent each, from beginning to end. Present the storyboard in six boxes (two rows of three) on a blank piece of paper and ask the children to write a caption to go with each.

Newspaper article

On arrival in England there was a lot of publicity surrounding the Empire Windrush and the passengers on board. Ask the children to imagine they are journalists writing a report on the arrival of the Empire Windrush in Tilbury. They will need to design the front cover of their Newspaper, including the Newspaper name, headline, a picture, captions from passengers/ those watching, the date, name of reporter. They might want to include the following information learnt thus far:

- ★ Who the passengers are
- ★ Why they are here
- ★ Where they come from
- ★ Where they will live

Diary extract

Using the passenger stories included in the teacher resource information as stimulus, ask the students to write a diary extract from a passenger on board the Empire Windrush. The entry could be written before or after their arrival. Try to focus on the emotions and anxieties felt at either leaving Jamaica or arriving in England, as well as including anecdotes about the situation they are now in.

Chat show

Again, using the passenger stories included as stimulus, get the students to create their own Empire Windrush characters. In small groups, briefly discuss their characters- who they are/ who they've travelled with/ where they are going to stay in England/ their home country etc.

Assigning the role of 'chat show host' to another member of the class, ask each group in turn to sit in the 'staging area.' The role of the chat show host is to forum a discussion between the audience asking the Empire Windrush passengers about their experiences and the character's responses.



The background of the entire image is a photograph of a large, multi-decked ship, possibly a cruise ship or a large cargo ship, sailing on the ocean. The ship is white with dark trim and has many windows. The image is heavily tinted with a dark blue color. The ship is positioned diagonally across the frame, from the bottom left towards the top right. The text 'ABOUT BIGFOOT' is overlaid on the top half of the image, with 'ABOUT' in white and 'BIGFOOT' in yellow, both in a bold, sans-serif font. The text is contained within a blue, cloud-like shape that has a drop shadow effect.

ABOUT

BIGFOOT

About Bigfoot



All of Bigfoot's programmes are delivered by specialist creative arts practitioners, who we call Bigfooter's. Each Bigfooter has been handpicked and trained by us and comes equipped with the expertise needed to inspire your pupils to be courageous learners through using their unique range of drama, dance, music, art or filmmaking skills. So when you book us to come into your school you are without a doubt buying the best possible creative education service on offer!

Our Core Programmes

Creative Days:

Planned teacher absences and 'supply' cover, topic introduction days, or a class treat...Bigfoot's here to help! Select either our 'Go Mantle' or 'Buzz' experience days designed to enthuse your students about a chosen topic or theme in the most creative way possible.

Creative Residencies:

From running weekly lunch time or after school clubs, to helping create school plays, exciting assemblies and ambitious art installations, as well as covering PPA time and assisting with small and large group topic work, our practitioners are here to help your whole school be part of the Bigfoot experience.

Curriculum Enrichment:

Choose from a wide range of performance and workshop programmes designed to explore key school celebrations and events, such as Black History Month, Anti Bullying Week, World Book Day, Road Safety Week, and Secondary Transition, along with a vast range of age specific PSHCE topics. We are also proud partners of Change4life with a selection of dance, drama and yoga focused healthy schools programmes to choose from.

Bigfoot Pantomime:

Our unique Christmas pantomime offers children a magical glimpse into the world of slap stick theatre. With a new show produced and directed specifically for Bigfoot's schools each year, it's the perfect end of term treat for students and teachers alike.

Bigfoot Youth Theatres:

If you know your students are up for a challenge and enjoy working creatively as a team, then Bigfoot's Youth Theatre (BYT) could be just what your school needs... Select a dance, music, art or drama focus, or perhaps a bit of everything, in order to create a fully rounded youth theatre experience for your students!

Creative Arts Courses:

Bigfoot's performing arts courses are designed to inspire and motivate children and young people through a variety of art forms. Courses can take place during term time or in the holidays, with each course providing challenging, tailor made opportunities for students.

Bigfoot Training Academy:

Bigfoot's Training Academy (BTA) provides one off as well as ongoing support and resources for teachers, youth club leaders, play workers, educators and artists who want to work with young people using the creative arts.

Bigfoot are proud to be a registered supporter, as well as provider, of the Arts Award



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