



COMMONWEALTH CLASS

Migration Education Pack



Introduction

‘On 22 June 1948 the *Windrush* sailed through a gateway in history...before and after this historical moment, even simultaneously, the same kind of arrival was occurring in various other parts of the world, as settled populations shifted, driven by one kind of necessity or another.’

Mike Phillips and Trevor Phillips

What is migration?

Migration is the movement of people from one place to another. The reasons people migrate can be economic, social or political. Migration impacts on both the place left behind and the place of resettlement.

People have been coming to the UK for thousands of years to make it their home. On the occasion on the 70th anniversary of the ship **Empire Windrush** arriving at Tilbury Docks, Essex in June 1948, this education pack commemorates and celebrates the contributions that Caribbean migrants have made to the prosperity of Britain and other migrants continue to make in the UK and other countries.

The pack contains background information, ideas for discussion, and cross-curricular activities. There are links to curriculum subjects, core skills and Commonwealth values, along with suggestions of activities that you might carry out with your class or in collaboration with a partner school overseas. The activities can be used as starting points for individual lessons or as elements of larger cross-curricular joint projects to develop knowledge and understanding, alongside important skills and competencies, essential for young people growing up as twenty first century global citizens.



The Empire Windrush © Imperial War Museum

Curriculum Links: English, History, Citizenship, Personal, social and health education

Commonwealth Values: Tolerance, respect and understanding, human rights.

Core Skills: Collaboration and communication, citizenship.

Cover image: passengers on board the Windrush in 1948 ©Getty Images

Background information to share with your pupils in a lesson or assembly

Image 1

Note: All the images are reproduced in handout form in the Appendix

The ship Empire Windrush docked at Tilbury in Essex on 22nd June 1948 carrying more than 500 Caribbean migrants. The ship had been used by the Nazis in the Second World War to carry troops before being taken by Allied forces in May 1945 and refitted by the British for civilian use. During the Second World War thousands of men and women from British colonies in the Caribbean fought for the allies and the ship was in the Caribbean because it was picking up servicemen and women who had been there on leave. The passengers aboard the Windrush also included men, women and children from the Caribbean with a diverse heritage including those from Chinese, Maltese and Polish descent and some stowaways.



The Empire Windrush arrives in the London Dock at Tilbury ©Getty Images

Image 2

In 1948, anyone who lived in a British colony had the right to travel to Britain to live and work there if they wanted to. Many people in Jamaica responded to a newspaper article in *The Daily Gleaner*, offering passage to Britain for £28.10s to come and work in Britain, much of which had been devastated by the war. In doing so, they began a journey that shaped the history of modern Britain.



Image 3

When the new migrants arrived in Britain from the Caribbean, it was relatively easy for them to get unskilled jobs, but hard to find somewhere to live because of a great housing shortage, after the war. They found harsh conditions where they were often poorly treated.



Caribbean migrants with London buses ©Imperial War Museum. Many of the Windrush travellers found employment on London's transport system.

Discussion points:

- What do you think the people coming from the Caribbean on the Windrush were expecting to see as they arrived?
- Do you think they were surprised?



Caribbean migrants playing snooker © Imperial War Museum

Things to discuss with a partner:

Look at the images of the passengers on the slides and from the gallery of the Windrush Foundation website at: <http://www.windrushfoundation.org/gallery-2/> and select one image.

- List everything you can see in the photograph
- Can you describe what the people are wearing and doing?
- Where do you think it was taken and why?
- What does it tell you about this period of history?
- How do you think they might be feeling at this point of their lives?

Research

The post war period of the late 1940's was a time of tremendous change around the world. Ask your pupils to find out what they can about other events that were happening during this period, and record the information on a large timeline around the classroom.



© Imperial War Museum

Tell Your Story

There are many reasons why migration occurs, but there is always a story for everyone involved.

Karen McKenzie, Head of Human Rights at the Commonwealth Secretariat has commented, “Many people migrate to escape crushing deprivation or to seek out economic opportunities and earn a better living. Others move to complete their studies or to join their families.”

She added: “For a significant number of people migration is not a choice, but rather something they are forced into against their will. Some are fleeing conflict or escaping persecution, others are leaving behind the devastation of natural disaster or are victims of trafficking.”

Discuss the cultural make up of your class, school, and local area with your pupils. Were your pupils born in the local area? Were their parents or grandparents born there? If not, where did they live before? What countries might be part of their family story? Find the places that your pupils and their families have links to on a map or globe and make a display to show this.

Print the activity sheet onto card (or onto paper and stick onto backing card) and cut out the individual. Divide your class into groups and give each group a set of statements. Ask each member of the group to select the card, which they think is most appropriate for their migration ‘story.’

For home learning ask each member to try and find out some more family details that they can use to write about their ‘family story.’

In the next lesson, ask members of the group to share what they have found out with each other and list commonalities and differences between the stories within their group. Add this information to the display.

Curriculum Links: English, History, Citizenship, Personal, social and health education

Commonwealth Values: Tolerance, respect and understanding, human rights.

Core Skills: Collaboration and communication, citizenship.

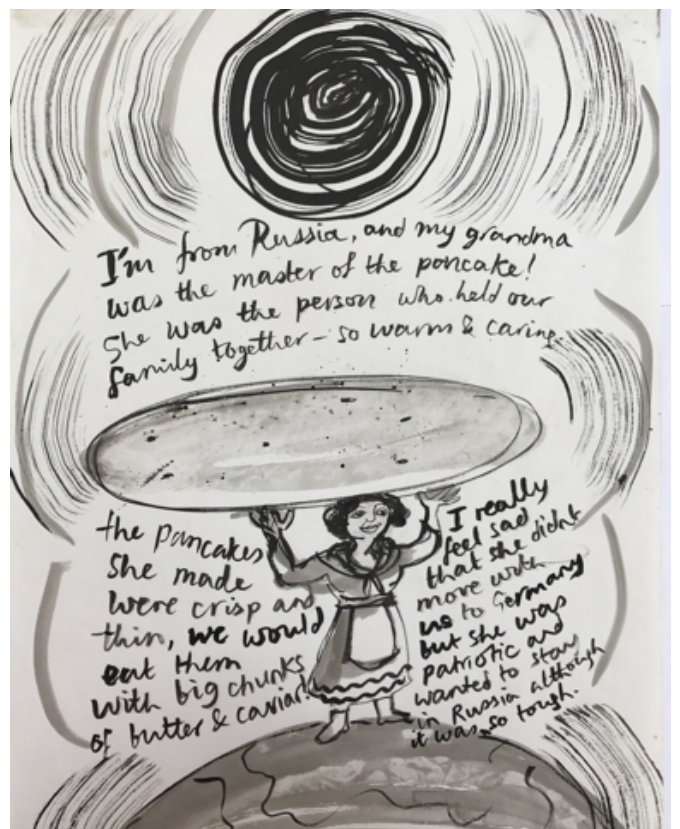
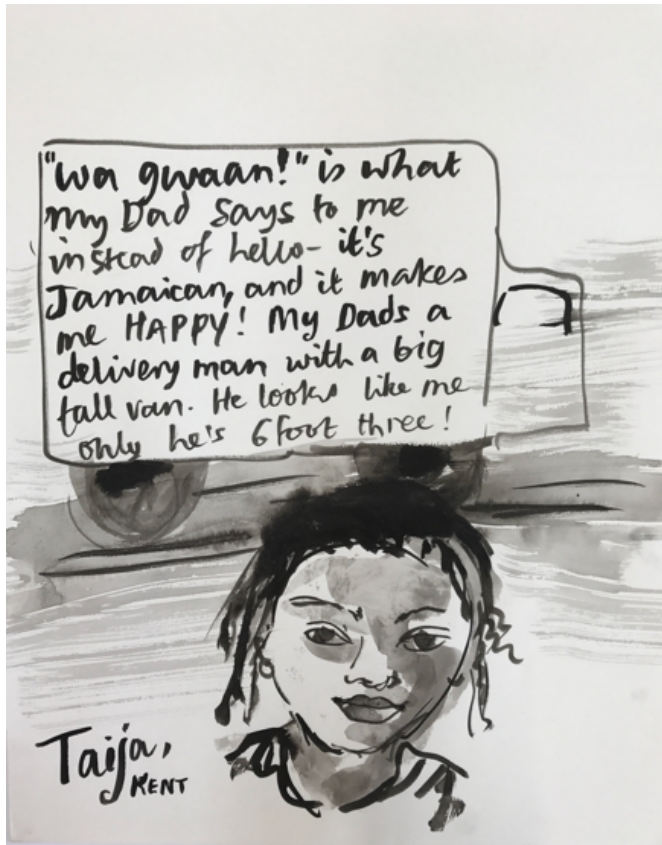
Activity sheet

<p>My grandparents are/were immigrants</p> <ul style="list-style-type: none"> • Where did they come from? • How did they travel? • What were their reasons? 	<p>My parents are/were immigrants</p> <ul style="list-style-type: none"> • Where did they come from? • How did they travel? • What were their reasons?
<p>My grandfather is/was an immigrant</p> <ul style="list-style-type: none"> • Where did he come from? • How did he travel? • What were his reasons? 	<p>My father is/was an immigrant</p> <ul style="list-style-type: none"> • Where did he come from? • How did he travel? • What were his reasons?
<p>My grandmother is/was an immigrant.</p> <ul style="list-style-type: none"> • Where did she come from? • How did she travel? • What were her reasons? 	<p>My mother is/was an immigrant</p> <ul style="list-style-type: none"> • Where did she come from? • How did she travel? • What were her reasons?
<p>I am an immigrant</p> <ul style="list-style-type: none"> • Where did you come from? • How did you travel? • What were your reasons? 	<p>None of my family are immigrants</p> <ul style="list-style-type: none"> • How long have you lived in the area? • Do your family and cousins live nearby?
<p>My godmother is/was an immigrant</p> <ul style="list-style-type: none"> • Where did she come from? • How did she travel? • What were her reasons? 	<p>My cousin is/was an immigrant</p> <ul style="list-style-type: none"> • Where did he/she come from? • How did he/she travel? • What were his/her reasons?
<p>My great-grandparents were immigrants</p> <ul style="list-style-type: none"> • Where did they come from? • How did they travel? • What were their reasons? 	<p>My adoptive parents are/were immigrants</p> <ul style="list-style-type: none"> • Where did they come from? • How did they travel? • What were their reasons?
<p>My uncle is/was an immigrant</p> <ul style="list-style-type: none"> • Where did he come from? • How did he travel? • What were his reasons? 	<p>My aunt is/was and immigrant</p> <ul style="list-style-type: none"> • Where did she come from? • How did she travel? • What were her reasons?
<p>My step brother is/was an immigrant</p> <ul style="list-style-type: none"> • Where did he come from? • How did he travel? • What were his reasons? 	<p>My step sister is/was an immigrant</p> <ul style="list-style-type: none"> • Where did she come from? • How did she travel? • What were her reasons?

This activity is based on an idea from Marion Carty at Goldsmiths University.

Migration stories

Artist Sophie Herxheimer interviews migrants and records their migration stories in words and pictures in ink. Here are some examples of her work about 'home.'



Ink drawings with kind permission by Sophie Herxheimer.

Can your pupils illustrate some of their migration stories with words and pictures?

If you are working with a partner school, you could take photographs of your classroom displays and exchange information about your family stories.

Poetry

Watch the clip of John Agard reading his poem *Windrush Child* at <https://vimeo.com/34658318>. John Agard was born in Guyana and awarded the prestigious Queen's Gold Medal for Poetry for excellence in poetry in 2012.

His poem was dedicated to Vince Reid who at 13 was one of the youngest passengers aboard the *Windrush*. Ask your pupils to discuss their thoughts about the poem. Was there anything that they particularly liked? What images stood out for them that give a sense of the home that the boy is leaving behind?

In the poem John Agard uses the following prepositional phrases to start each new stanza:

Behind you...

Above you...

Around you ...

Beside you...

Ask your pupils to look again at the photographs of images of post-war Britain and write four additional short verses describing the experiences of the *Windrush* child in his first days in Britain using the same prepositions:

Behind you...

Above you...

Around you ...

Beside you...

The poem also contains a line reminding the child to think of his Grandmother back in Jamaica and to write a letter about his *Windrush* adventure. Ask your pupils to discuss what they think he would write in that letter and draft it.



Caribbean migrants en route to from London to Liverpool ©Imperial War Museum

One of the other Windrush passengers was Oswald ‘Columbus’ Dennison. He also wrote about the experiences of arriving on the Windrush.

Here is how he describes the experience in his *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.’

Read through this description and discuss the following questions with a partner:

- What are your thoughts about this piece of writing?
- How is it similar and different to John Agard’s poem?

He goes on to describe the experience of docking like this:

‘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.’

Pick out some words and phrases that describe the poet’s first impressions of Britain. Is it a favourable opinion? What makes you think that?

What three questions would you like to ask the poet if you had the opportunity?

Divide the class into small groups. Ask them to create a freeze frame of a group of passengers on the Windush as the ship enters Tilbury Docks. At a given signal, tap each person on the shoulder and ask them to reveal what the character they are portraying is thinking at that moment in time.

The excerpt from the poem mentions that each passenger had a little ‘grip’ or suitcase. In 2015 the Home to Home exhibition launched at Nottingham’s Caribbean Carnival showed suitcases containing replicas of some of the objects brought by the pioneering people on the Windrush.

Ask the pupils what they think a man, woman or child might have brought in their case. Alternatively, you could bring a small case into the classroom containing some artefacts that could have belonged to a passenger on the Windrush. You might include a ticket, a memento from home, a book, a photograph, a game or some jewellery. Ask your pupils to act as history detectives and use the artefacts as clues to try and identify aspects about this passenger’s identity.

For example, you might ask the following questions.

1. Do you think they are male or female?
What makes you think that?
2. What job might they have done?
3. Why do you think they have come to Britain?
4. Which objects do you think would be particularly special to them?

Do they think he would describe the realities of what he found on his arrival or not?

Curriculum Links: English, History, Citizenship, Personal, social and health education

Commonwealth Values: Tolerance, respect and understanding, human rights

Core Skills: Creativity and imagination, collaboration and communication

Reasons to Migrate

The people who arrived on the Windrush were invited to come to Britain. Sam B King, one of these first pioneers commented,

It was thought that the early immigrants, given their background, 'didn't have a chance' in this civilised industrialised society, but our attitudes and beliefs... were the techniques of survival from the day we stepped off the Windrush..."

(Climbing Up the Rough Side of the Mountain Page 251)



Caribbean migrants registering for employment ©Imperial War Museum

Activity:

Consider the reasons why people might leave their homes to settle in another country.

Conduct a word-association activity around the words 'immigration' and 'emigration'. What words do your pupils associate with these two terms?

Are they perceived very differently? You could provide some real life examples from recent events in the news. Is one perceived as 'good' and the other 'bad'? Compare them with the more neutral term 'migration'.

Working in small groups, give students the 'reasons to migrate' cards to consider which they think are the most likely reasons why people leave their homes.

For a better paid job	To get work
Threat of violence because of your ethnicity	Threat of violence because of your beliefs
Natural disaster – for example earthquake	Weather conditions – for example too little rain or hurricane
War	Crop failure
For the sake of children	To join other family members
You are invited	Your own reason

Depending on the age of your pupils, you could ask them to generate their own reasons.

Curriculum Links: English, History, Citizenship, Personal, social and health education

Commonwealth Values: Tolerance, respect and understanding, human rights

Core Skills: Citizenship, critical thinking, student leadership and personal development

Migration in a local context

This could be a piece of research, a homework task or the basis of a project. Either way, it can provide an opportunity to share knowledge and ideas between pupils. Alternatively, if students have limited personal experience of migrating groups, you could take the opportunity to provide some facts and figures about some relevant groups to your region e.g.

- How many countries do you know where there are migrants/minority ethnic groups?
- Have people arrived in or left your own country? For what reasons?
- What factors make it easier or harder for new arrivals to settle into a country?
- What factors sometimes make it hard for people in a country to welcome new arrivals?
- To what extent do you believe that people should help anyone in need, irrespective of the race, colour, ethnicity, nationality, culture or beliefs?
- Human rights come before all other rights? Do you agree or disagree with this statement. Think about circumstances that make it easier or harder to act on this belief.

Following any of these activities you could exchange your findings and points of view with your partner school using your usual channels of communication.

What experiences do they have of immigration, emigration and migration?

Do they hold similar views to your learners or bring new perspectives on the issues?



Caribbean migrants playing cards ©Imperial War Museum

Migration stories

Call to Action

Migrants and their descendants have made and continue to make enormous contributions to their new homelands.

Show your pupils the banner designed by Pen Mendonca to celebrate the stories of migrants – their spirit and their bravery, their expectations, hopes and aspirations. The designs within the top arch are from South America, Pacifica, Asia, north and west and Africa.



Graphic by @MendoncaPen www.penmendonca.com

Ask them to discuss the following questions:

- What can you see in the graphic?
- Why do you think the artist chose to include these images?
- How have migration and migrants been represented?
- What would you add in the blank sections to celebrate the impact of migration and migrants in your country?

Can you design and make a poster or banner of your own celebrating migration in your country. Photograph the results and send them to us using the hashtag #WindrushDay

Additional activities:

The recent 'I am an Immigrant' campaign on the London underground celebrated migrants and the contributions they make to society. Posters showed the name, country of origin and occupation of the person featured on the poster. One of a Polish fireman read 'I am an immigrant. For seven years I have been saving lives and yours could be next.' Another showed a Barrister stating, 'I am an immigrant for 13 years I have been championing human rights and fighting for justice.'

Can your pupils find out about the lives and achievements of other people who have made their home in your country.



Photograph © Matt Wright

Partner School Activities:

If you are working with a Partner School you could:

- Share your migration stories, poems and points of view about migration
- Exchange your plans to celebrate the contributions made by migrants in your country

Find Out More

The following links will help you to find out more about the arrival of the Empire Windrush and other stories of migration:

Windrush Foundation at www.windrushfoundation.org celebrates the contribution of those who landed at Tilbury Docks, Essex, England in June 1948 on the ship Empire Windrush and the contribution of African Caribbean settlers and their descendants to Britain's prosperity and heritage. The foundation works to keep their memories alive.

The National Archives has original sources including transcripts of the passenger list of the Empire Windrush showing the occupations and country of last residence of some of the passengers on the Empire Windrush.

<http://www.nationalarchives.gov.uk/education/resources/bound-for-britain/>

<http://www.migrationmuseum.org> organises exhibitions linked to stories of migration

You can find an interview with Oswald Dennison here:
<http://news.bbc.co.uk/1/hi/uk/116061.stm>

British Council Living Together Refugee Pack
<https://schoolsonline.britishcouncil.org/classroom-resources/list/living-together>

British Council Third Space and Queens of Syria
<https://schoolsonline.britishcouncil.org/classroom-resources/list/queens-syria>

An exhibition of Simon Frederick 's photographs of influential Black Britons can be seen at the National Portrait gallery from November 2018.

Books to read for children:

- The Journey by Francesca Sanna
- Coming to England by Floella Benjamin
- Hope Leaves Jamaica by Kate Ernest
- For teachers – Windrush by Mike Phillips and Trevor Phillips
- Online Hate speech resource –
- <http://thecommonwealth.org/media/news/commonwealth-heads-government-statement>
- You can see more examples of Sophie's Herxheimer's work at: <http://www.sophieherxheimer.com/>

Appendix

Image 1



Image 2



Image 3

