

Key Locations Britain in the 1930s and 40s



Section 10

Marcus Garvey

Curriculum Links

This section can provide links with History Unit 20 'What can we learn about recent history from studying the life of a famous person?'. It links to Citizenship by introducing the idea of politics through a controversial figure from recent history. It also provides links to ICT Unit 2C 'Finding information' and Unit 6D 'Using the internet'.

This section links to Key Stage 3 History Unit 15 'Black peoples of America from slavery to equality?' and Citizenship Unit 03 'Human rights'.

Outcomes

The children could:

- summarise the key events in Marcus Garvey's life in a chronological sequence
- through discussion, assess the significance of Marcus Garvey's life
- demonstrate knowledge of the life and work of Marcus Garvey

Objectives

Children should learn:

- to identify Marcus Garvey and compile a historical narrative
- to examine the portrayal of Marcus Garvey by extracting information from reference material including support material, accompanying DVD and internet sources
- to select information to represent key aspects of a biography
- to begin to evaluate the impact of Marcus Garvey on the history of his time and his legacy

Activities

1. Using support and reference material, ask the children to write their own account of the life of Marcus Garvey, focusing on the political nature of his activities.
2. Ask the children to think about what being famous means. Why is Marcus Garvey more famous in the Caribbean and USA than he is in Britain? Should he be more famous in Britain?
3. Ask the children to discuss, in small groups, ways of representing Marcus Garvey's life and achievements. They could consider displays, assembly presentations and multimedia presentations.
4. Opportunities for out of school activities. Visit Marcus Garvey Park, at the northern end of North End Road, close to Avonmore School. Visit 2 Beaumont Crescent and 53 Talgarth Road, Hammersmith to see the plaques commemorating Marcus Garvey.
5. Using Support Material, 'Extract from Aunt Esther's Story', ask the children to describe Aunt Esther's view of Marcus Garvey. What did she think of him? Why did she think he was middle class?

Introduction

In this section children can learn about aspects of recent history through studying the life of Marcus Garvey, Jamaica's first National Hero. He is a controversial figure who made a significant impact on the recent history of the Caribbean, USA and Britain.

Marcus Garvey

Background Material

Marcus Garvey personifies the twentieth century change in attitude towards Black history. He aimed to replace the cultures lost during the Middle Passage and enslavement with a self assured pride in being descended from great African civilisations.

Marcus Garvey lived at a time when Jamaica was a part of the British Empire. Although many years after the abolition of slavery, codes of practice still existed that actively discriminated against Black people. As a result Jamaican society was divided on both class and racial lines. Marcus Garvey was himself a victim of racism and this spurred him on to fight for equality.



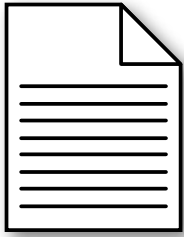
53 Talgarth Road

Like many Jamaicans of his time Marcus Garvey left the Caribbean in search of work in 1910. As he travelled through Panama, Ecuador, Colombia and Venezuela he noted that the descendants of enslaved Africans were experiencing similar problems of poverty, poor living conditions, unemployment and discrimination. On his return to Jamaica in 1914 he formed the Universal Negro Improvement Association (UNIA) and the African Communities League (ACL). These

organisations aimed to counteract the negative effects of enslavement and colonialism.

An imposing, outspoken and controversial figure, Marcus Garvey not only aimed to unite Black people, but also to give voice to their condition through his publications “The Watchman” and “The Blackman”.

In 1964, Marcus Garvey was named Jamaica’s first National Hero. Today he stands alongside Nanny of the Maroons and Samuel Sharpe in exemplifying Jamaica’s strong ongoing tradition of fighting against racism and oppression.



Support Material

Marcus Garvey

Marcus Mosiah Garvey was born in St Ann's Jamaica on August 17, 1887, the youngest of eleven children. Marcus Garvey was proud of the fact that his father, Marcus Garvey Senior, claimed to be a direct descendant of the Trelawny Maroons (See Section 5). At fourteen he left school and was apprenticed to a printer. In 1910, he published his first newspaper "Garvey's Watchman" but without enough money to support the venture the newspaper failed. After struggling for a short while Marcus Garvey decided to leave Jamaica in the hope of making enough money abroad to then come back to carry on with his newspaper.

In 1910, he left for Costa Rica and travelled around Central and South America. In 1912, he travelled to Britain and became a reporter on the African Times and Orient Review. On his return to Jamaica in 1914 he founded the Universal Negro Improvement Association (UNIA) which aimed to improve the lives of all Black people.

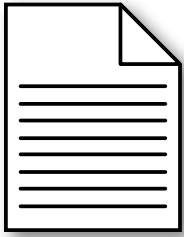
Marcus Garvey went to the USA in 1916, initially for a lecture tour, but as he lectured and spread his ideas many people joined the UNIA. He estimated that one and a half million people joined the Association. With the money they raised Marcus Garvey set up a shipping company called the Black Star Shipping Line. This shipping company was set up to transport Black people in the Americas back to Africa.

Marcus returned to Jamaica in 1927 where he became active in politics and founded the Peoples Political Party.

He came back to Britain in 1935 and lived in Hammersmith. His house, 53 Talgarth Road, has a plaque on its wall and he published his journal, a small newspaper called "The Blackman", from his offices at 2 Beaumont Crescent.

He died on June 10 1950 and was buried in St Mary's Roman Catholic Cemetery, Kensal Green. In 1964 Marcus Garvey's body was taken to Jamaica and reburied in National Heroes Park. He was named as Jamaica's first National Hero.



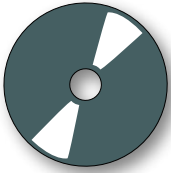


Extract from 'Aunt Esther's Story'

Marcus Garvey

One day I was walking along North End Road when I met Marcus Garvey. He was from Jamaica. He was a big built chap and lived in Fulham. He said: "Why don't you come to my house so we can have a chat?" I said: "Yes, by all means." So I went to his house a few times and chatted to him. There was a big corner house where the Post Office is in North End Road, and that was where Marcus Garvey lived. He was a nice chap. Very, very kind. But he knew what the English people were up to. He wasn't treated with respect like I was because he said "The English are no good. No good", and I said: "But there are some good people in this world". Then he told me he was going home to Jamaica and I never saw him again.

Marcus Garvey was a middle-class gentleman, and didn't make many friends in Fulham. He would say: "Good afternoon" and raise his hat to people but I wasn't like that. I would say: "Hello love", or "Hello mate", because that was the way I was brought up. When I went shopping in North End Road market and met the costers they would say: "Hello Esther. How are you keeping? What are you having today, love?" But if you were middle-class they wouldn't have a conversation with you. They'd just serve you and that would be that. Marcus Garvey was middle-class and the costers wouldn't speak to him. It was a class difference. It didn't matter what colour you were. We were working class. We had our own tongue. People like Marcus Garvey didn't speak the same language as us.



Marcus Garvey



I am Marcus Garvey the founder of the Universal Negro Improvement Association. I have travelled widely throughout the Caribbean and during my travels I have seen the wretched struggles of my African brothers.

And so I decided to build an organisation to uplift my people, free our minds and regain our independence.

For too long my people have been colonised and enslaved and so now I advocate that we unite, throw off the chains of slavery and lift our regal race up from the ground and into greatness. We must return to the motherland, our rightful home. Africa for the Africans!



Section 11

The Second World War

Curriculum Links

This section provides links with History Unit 9 'What was it like to be children in the Second World War'.

This section provides Key Stage 3 links to History Unit 18 'Why did the major twentieth century conflicts affect so many people?'

Outcomes

The children could:

- suggest why it is called a 'World War'
- name some countries involved
- use a map to establish why it was a 'world' war

Objectives

Children should learn:

- when and where WWII took place
- about the countries involved
- who were Allied and Axis countries
- about the number of people affected

Activities

1. Using support material 'The Second World War', ask the children to write a brief newspaper article under the headline "Why was it called a World War?"
2. With the aid of an Atlas ask the children to mark on a world map five countries/islands from each of the six geographical areas listed in Resource K 'Some countries involved in or affected by WWII'.

The countries named in Resource K were involved in a number of ways:

- supplying troops and/or labour
- supplying raw materials and goods
- contributing money
- places where fighting and battles took place

Resource K

Some countries involved in or affected by WWII

AFRICA

Algeria
Botswana
Egypt
Ethiopia
Gambia
Ghana
Kenya
Libya
Morocco
Nigeria
Sierra Leone
South Africa
Sudan
Tunisia

MIDDLE EAST

Iran
Iraq
Palestine
Syria
Turkey

PACIFIC ISLANDS

Aleutian Islands
Guam
Hawaii
Midway Islands
Philippines
Ryukyu Islands
Solomon Islands

EUROPE

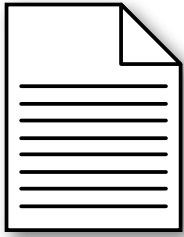
Armenia
Austria
Belgium
Bosnia Herzegovina
Bulgaria
Crete
Croatia
Czech Republic
Denmark
Estonia
Finland
France
Georgia
Germany
Greece
Holland
Italy
Latvia
Lithuania
Macedonia
Montenegro
Norway
Poland
Romania
Rusia
Serbia
Slovakia
Slovenia
Sweden
United Kingdom
Ukraine

ASIA & PACIFIC

Australia
Bangladesh
Borneo
Cambodia
China
Hong Kong
India
Indonesia
Japan
Korea
Laos
Malaya
Myanmar
New Zealand
Pakistan
Papua New Guinea
Singapore
Thailand
Vietnam

AMERICAS

Argentina
Brazil
British Caribbean Colonies
Canada
U.S.A.



Support Material

The Second World War

The Second World War (WWII) lasted six years, from 1939 to 1945. It was fought between the Allies (Britain, France, Russia, U.S.A., China) and the Axis countries (Germany, Italy and Japan) but many other countries were involved.

It was called a world war because it involved more than sixty countries and 1.7 billion people, three quarters of the world's population at the time.

Very few people were not affected by the war and it is estimated that sixty million people, both troops and civilians, lost their lives. Battles were fought in Africa, Asia, Europe and across the world's major seas and oceans.

Section 12

What was it like to live in Hammersmith and Fulham in the Second World War?

Curriculum Links

This section provides links with History Unit 9 'What was it like for children in the Second World War?' and I.C.T. Unit 6D 'Using the internet'.

Links to Key Stage 3 History Unit 18 'Why did the major twentieth century conflicts affect so many people?'

Outcomes

The children could:

- learn key events and dates
- list some of the effects of war on everyday life
- suggest ways in which people suffered
- describe the life of a Black person in Fulham before the arrival of the 'windrush' generation

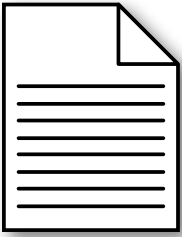
Objectives

Children should learn:

- about key events in WWII
- about the characteristic features of the Blitz
- to locate where bombing raids took place in the borough
- how the war affected people's everyday lives
- about children's experiences of the war
- about the life of Esther Bruce and her experiences of the Blitz

Activities

1. Ask the children to imagine that they are evacuees and to write a letter home or a diary of their experiences. Ask them to consider why they might want to be evacuated and why not, what is happening to them and how they feel about it.
2. Use support material 'The Blitz', the DVD of Esther Bruce's experience of the Blitz in Fulham and Internet sources to tell the children about the Blitz and mass bombing of cities. Discuss what attempts were made to stop the bombers - anti-aircraft guns, searchlights and barrage balloons.
3. Using Support Material 'Esther Bruce' ask the children to produce a simple narrative to illustrate the life of a Black person living in Fulham during the first half of the twentieth century.



The Blitz

Blitz is an abbreviation of the German word Blitzkrieg meaning 'lightning war' and refers to the bombing of Britain between September 1940 and May 1941.

The first bombs fell on the borough on Monday September 9 1940. High explosive bombs landed in St. Dunstons Road, Fulham and Hamlet Gardens, Hammersmith. During the night there was a direct hit to Fulham Hospital (current site of Charing

Cross Hospital) and to Fulham Power Station in Townmead Road causing blackouts in West London. The worst incident of the night took place where a bomb had fallen in St. Dionis Road. Air Raid Precaution (A.R.P) workers were rescuing injured people when a delayed action bomb suddenly exploded, killing ten of them.

There were many more raids to come, some causing deaths and

injuries. On September 13 1940 thirty eight people died as a result of a direct hit on an air raid shelter in Bucklers Alley, Fulham. In November 20 people were killed at Greyhound Road and in December 42 people were killed in a basement shelter at St. Vincent's Convent near Hammersmith Broadway.

Air raids caused many deaths and injuries as well as extensive damage to houses and buildings. Many thousands of people were made homeless and needed emergency accommodation. Fulham Power Station and Gasworks, riverside industries and factories were all important targets for the German bombers. Anti-aircraft guns, searchlights and barrage balloons were stationed throughout the borough at Wormwood Scrubs, Bishop's Park, Eelbrook Common and in the grounds of the Hurlingham Club.

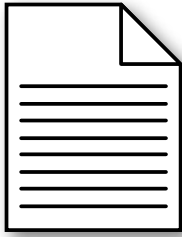
After the Blitz there was no more bombing of the borough until June 1944. This is when attacks by small unmanned planes loaded with explosives, known as 'doodlebugs', started.

Bomb damage to Ashchurch Grove, 29 September 1940



Anti-aircraft gun at Shepherd's Bush





Support Material

Evacuation

War was declared in September 1939 and led to many changes in Hammersmith and Fulham.

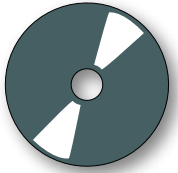
The biggest change for children was evacuation. The government was concerned that London was in danger from air raids by German bomber aircraft so they ordered for all children to be moved to safer parts of the country. The evacuation was ordered on Thursday August 31 1939. Four days later more than 600,000 London children had been moved.

Children assembled at their schools with a small suitcase holding a change of clothes and their gas mask. Each child was given a name card to hang round their neck and a coloured shoulder strap to identify their school. They had to leave their families to go and live with strangers in safer parts of the country. Children from Hammersmith and Fulham were taken by train to Berkshire, Buckinghamshire, Oxfordshire, Surrey and Sussex. Examples include the evacuation of Addison School to Buckinghamshire, Lady Margaret School to Sussex and Old Oak School to Oxford.

At the end of the war, in 1945, the children returned to London and there were many street parties held throughout the borough.

Victory Celebrations 1945





Esther Bruce



My father Joseph was born in Georgetown, British Guiana. He told me he was the son of slaves. I was born and raised in Fulham.

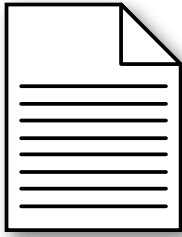
When the Blitz started in 1940 I used to go to the public shelter in Eli Street. We had a good time with sing songs and bunks to sleep on. Everybody was equal

and pulled together.

Sometimes during the air raid the German bombs came a bit too close and it got scary. One night we had to get out because an incendiary bomb had dropped right behind the shelter and hadn't exploded.

Dieppe Street, West Kensington,
where Esther was born.
Now part of the Gibbs Green Estate.





Support Material

Esther Bruce

Esther Bruce was born and raised in Fulham. Her life is an excellent representation of the Black presence in England before the arrival of the Windrush generation.

Esther Bruce was a daughter of Joseph Bruce, a Guyanese ship worker who had come to live in London around the turn of the twentieth century. Joseph Bruce was the son of slaves John and Mercy Bruce. Her mother Edith Bruce was Scottish and died when Esther was five. Esther Bruce was very proud of the fact that she was British, yet she never forgot her Guyanese heritage.

Although they were very much in a minority at the time of her birth in 1912, the Bruces were an integrated part of the community. They were surrounded in Fulham by a close-knit group of friends and neighbours. Her local community was very important to Esther Bruce and by all accounts she was equally as important to them. Racism was never an issue among friends; however it was still an unpleasant and hurtful presence at various stages during Esther Bruce's life. Her first confrontation with racism occurred during her primary school years at North End Road School.

Esther Bruce learned from her father's example not to tolerate racism. Although they belonged to a very small group of Black people in west London, both Esther and Joseph Bruce were fearless and unflinching in tackling social and institutional racism.

During the Second World War, Esther Bruce contributed to the war effort. She worked in various hospitals in Fulham cleaning the wards which housed injured soldiers who had returned from the war. Esther Bruce enjoyed working on the wards, particularly because of the witty banter with the patients. She remembered the war years as a time of unified community spirit, as everyone pulled together during the bombing raids and evacuation.

In 1991 Esther Bruce and her nephew Stephen Bourne co-authored her autobiography. 'Aunt Esther's Story'. It has been cited in many accounts written about the lives of Black Britons.

Section 13

The British West Indies and WWII

Curriculum Links

This section can provide links with History Unit 9 'What was it like for children in the Second World War?' It also links to Geography Unit 6 'Investigating our local area' and Unit 22 'A contrasting locality overseas'.

This section links to Key Stage 3 History Unit 18 'Why did the major twentieth century conflicts affect so many people?'

Outcomes

The children could:

- demonstrate an understanding of the ways in which the British West Indies contributed to WWII
- suggest reasons why some areas of the world were more likely to be attacked by U-boats than others
- list some of the effects of WWII on everyday life, and suggest ways in which people suffered

Objectives

Children should learn:

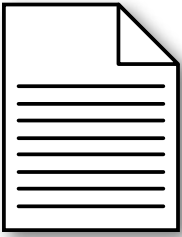
- about the global nature of WWII
- how the war affected lives of people in the British West Indies
- about the contribution of the Caribbean to WWII
- to locate where U-boat activity took place

Activities

1. Divide the children into groups. Give each group a copy of Resource L, 'Quotes from the Caribbean at War', which has statements about the way in which WWII affected the Caribbean.

Ask the children to select the three quotes they think tell them most about how WWII affected people in the Caribbean and talk about why they have chosen these quotes.

2. Using Support Material and the DVD Script, ask the children to write their own accounts of how the people of the British West Indies were affected by WWII.



Support Material

The British West Indies and WWII

When Britain declared war on Germany on September 3 1939, the people of the British West Indies immediately rallied behind flag, Empire and 'Mother Country'.

(See DVD Script, 'Cecilia Wade')

The Second World War was very real to the people of the Caribbean Islands who, like the people of Hammersmith and Fulham, had to deal with food shortages, blackouts, air raid shelters and home defence. The contribution made by the people of the British West Indies proved very significant in the war effort by:

- providing people for military service as merchant seamen and labour
- acting as a vital producer of raw materials, especially oil and bauxite, and crops such as bananas and sugar
- providing harbours, supply centres and naval and air bases
- contributing interest free loans to the British Government, encouraging people to invest in war bonds and individuals and voluntary organisations raising money for the war effort
- locating an internment camp for German and Italian prisoners of war in Jamaica
- providing a safe haven for Gibraltarian evacuees

VE Day celebrations, West Indian troops taking the salute at Hammersmith Town Hall



6,000 men were recruited by the RAF, mainly as ground crew but 300 served as aircrew, with over 90 awarded decorations. The Caribbean Regiment, with 1,200 men, served in Italy and Egypt. 1,300 men volunteered for the Trinidad Royal Naval Reserve and in 1940 1,800 men became merchant seamen.

On the Islands, men were needed to guard harbours and Prisoner of War camps as well as to provide labour for the increased production of raw materials and for construction of military installations. 520 men worked in munitions factories in the North of England and 700 lumberjacks from Belize (British Honduras) were recruited to work in the forests of

highland Scotland. 40,000 people, mostly men, were recruited to work in the U.S.A.

The harbours of the Caribbean Islands provided valuable bases for the Allied navies and merchant ships, but by 1941 the area was regarded as one of the most dangerous places in the world for shipping. The region was targeted by German U-boats because of the amount of shipping passing through the Panama Canal. This canal linked European and Asian war zones and carried essential raw materials, including Caribbean oil and bauxite, being shipped to Europe.

The War Memorial, St Vincent



Resource L

Quotes from 'The Caribbean at War'

And of course ships were sunk – a number of ships going to Guyana or coming from Guyana. Well some were sunk. And in fact I lost a relative in the 'Simon Bolivar'.

Harold Persaud

At the beginning of the war, Britain was recruiting Air Force ground staff from the entire colonies. Many of my friends and relatives were selected and posted all over the place. Some came to England as Air Force ground staff, some went to Trinidad.

Randolph Beresford

I joined the Air Force early in 1944. Although the majority of us in the Air Force were on ground crew there were quite a few in aircrews as well. As a matter of fact quite a number lost their lives whilst serving as pilots, navigators, gunners and so on. So the contribution from the West Indies has been far greater than a lot of people realise.

Noel Hawkins

I came into combat, active service, real service. I fought in Egypt, Italy and Africa doing actual defence for 'King and Country'. Luckily I survived, no damage. We, the West Indians, were volunteers.

Ivoran Fairweather

After the submarine attacked the harbour, the 'Lady Nelson' which was carrying food – was quite badly damaged. There was food which had fallen into the water (Castries, St. Lucia.)

John Lanisquot

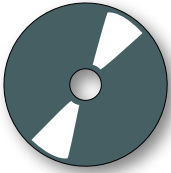
Trinidad was the centre of the oil base in the West Indies. Had the ships coming in, the German's U-boats were outside waiting them. They were using the West Indian crew as merchant seamen and a number of West Indians have lost their lives right in the Caribbean.

Hector Watson

Rice!.....
And I remember once we were running very, very short. Everyone loves rice in Jamaica, most people. And a ship that was coming was torpedoed near Guyana.

Connie Mark

Quotes from, "The Caribbean at War: British West Indians in World War II".
The North Kensington Archive.



Cecilia Wade



I came from an island in the West Indies called Montserrat, known as the 'Emerald Isle of the west'.

We heard all about the war on the radio. Every evening we would rush home to hear the British news bulletin through the Wireless. We were just as scared of Hitler as everyone in Britain.

If Hitler won, God knows what could have happened to us in the colonies.

We were very much involved in the war, on Poppy day we gave what little money we had to spare. Many joined the army and saw active combat in Europe or worked in the war offices stationed in the Caribbean. Together with the other British islands like Jamaica, Barbados and Trinidad, we contributed a great deal to the war effort.

Cecilia Wade in 1956 just before emigrating from Cork Hill, Montserrat



