**Second Form Graphic Organizer Unit 3**

**Subject:** Belizean History

**Class:** Second Form, Second year (Semester 2)

**Duration**: 3-4 weeks

**Rising Consciousness**

1. 1st Class: Emancipation Day Versus The Battle of St. George’s Caye
2. 2nd Class: 1894 Riot Causes and Outcome
3. 3rd Class: Marcus Garvey and his legacy
4. 4th Class: What is Garveyism? Political philosophy

**World War 1 and Its impact**

1. 5th Class: World War 1
2. 6th Class: The impact of World War 1 on British Honduras: Growing Discontent
3. 7th Class: The Recruitment: Loyalty, Machismo and Economic support
4. 8th Class: At war Racism

**The 1919 Revolution**

**Skills**

* Differentiate
* Analyze
* Criticize
* Create

**Attitudes**

* Open minded
* Respect
* Appreciate
* Value

**The 1919 Revolution**

1. 9th Class: Growing Discontent at Home
2. 10th Class: The Reception of Veterans
3. 11th Class: Breaking Down the Revolution
4. 12th Class: Breaking Down the Revolution

Level: Second Form, Second Year High School

Subject: Belizean History

Topic: Growing Consciousness: The 1919 Revolution

Content Standard:

1. Demonstrate the ability to understand the impact of the 1919 revolution on Belizean History.

Learning Outcomes:

1. Evaluate the impact of black consciousness on the 1919 revolution.
2. Criticize the impact of World War 1 on the settlement of British Honduras.
3. Analyze the role played by racism in the outcome of the 1919 revolution.

Goals:

1. Assess the political philosophy of Marcus Garvey.
2. Examine the dichotomy between showing loyalty to the crown and racism in British Honduras.
3. Breakdown the events in the 1919 revolution.

Rationale:

This unit presents an in depth analysis of the 1919 revolution in the settlement of British Honduras. It examines the dichotomy between celebrating emancipation day and the battle of St. George’s Caye as a case study to breakdown the early formation of nationalism in Belize. The unit criticizes the early colonial political, economic and social organization presenting the impact of Garveyite ideas and black consciousness on the settlers of British Honduras. It proceeds to breaking the impact of Word War 1 on the settlement and the racist experience of the British Hondurans that became part of the West India regiment. The theoretical foundation leads to a thorough analysis of the 1919 revolution, as an act of rebellion and early form of nationalism.

The analysis of the 1919 revolution will help students to:

-Develop reading skills.

-Foster a deep sense of Belizean identity.

-Embark on a search for personal growth through an understanding of their complex historical legacy.

-Establish a new way of thinking and reasoning about our past.

-Believe in himself as an agent of change in his community.

-Develop in the students a culture of analysis, insight, critical thinking and provocative engagement.

-Use technology as a powerful instrument of learning and understanding.

-Question the current understandings of Belizean History and Belizean Nationalism.

-Engage in debates about the legacy of the 1919 Revolution.

-Create personal analysis of history through graphic organizers, cartoons, and writing.

-Use cause and effect, turning points, through their eyes, using the past, and change and continuity in the analysis of case studies in history.

Unit Duration: 3-4 weeks

Specific timeframe: March 5th to April 1st 2019

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| Topic/Subtopic | Content | Objectives | Teaching Strategies | References | Assessment |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Emancipation Day Versus The Battle of St. George’s Caye  Materials: Power Point presentation, pictures, printed readings, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | -1831 an act was enacted that gave “free colored” equal rights as whites creating a social divide. Many wealthy free blacks sided with the British reinforcing the racial divide in the colony that benefited the crown. They yearned to gain equal status as British white men, and connected their economic achievements to status. In the same manner, being black was connected to being inferior and a slave. Most free colored did not want to connect with their Africannes**s** but rather adopted a loyalty to the Britishness.  -August 1st 1888: The celebration of emancipation was downplayed by the elites because they identified or related their identity to British roots. They did not want to celebrate being descendants of slaves or victims of slavery because it lessened their “status” [in a British dominated society].  -1898 a committee dominated by creole middle class and elites organized the centennial celebration of the Battle of St. George’s Caye. They connected a sense of identity and nationalism to being the “Baymen’s sons.” Having British blood gave them status and rights that the recently emancipated black person did not have. | Through class discussion and watching images students will be able to:   1. Criticize the impact of the 1831 act on the identity of the blacks in the settlement. 2. Analyze the ideological implications of celebrating emancipation day. 3. Debate about the opposing views exposed between celebrating emancipation and the battle of St. George’s Caye. | 1. The class will start with the song “it was the tenth day in September, the 98th anna domini.” 2. Students will discuss their views based on the battle of St. Geroge’s Caye and its importance for Belizean history. 3. The teacher will present a short power point presentation based on the early history of celebrating the battle of St. George’s Caye. 4. Students will be placed in groups of four. 5. Students will be provided short readings based on the debate between emancipation day and the battle of St. George’s Caye. 6. Students will complete a graphic organizer based on the opposing philosophical views in celebrating the events. 7. A group leader will share responses from each group for whole class discussion. 8. Students will write a short 3-4 sentence facebook-like post based on which celebration they support and why. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” *Belcast Journal of Belizean Affairs* 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” *Belcast Journal of Belizean Affairs* 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne*. From colony to nation: women activists and the gendering of politics in Belize.* Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Alternative Assessment:  -Students will write a short 3-4 sentence facebook-like post based on which celebration they support and why. |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  1894 Riots  Materials: Power Point presentation, typing sheets, coloring pencils notebooks, pens, pencils    Skills:  Analysis  Writing  Criticizing  Attitudes:  Show awareness  Communicate  Justify | -As a result of currency devaluation in the colony, working class black Belizeans (mahogany cutters) as well as policemen imported from Jamaica and Barbados revolted against the colonial leadership given that their wages made them unable to afford basic necessities such as food.  -Devaluation: A currency devalues when its value declines in relation to one or more other currencies.  -The riot was precipitated by a mutiny in the Constabulary in November, 1894, which itself had been brought about by the change in the Colony 's currency of the previous month. The change was from a silver standard based  on the Guatemalan sol (silver dollar) to a standard based on gold and the U.S. dollar.  -It soon became  apparent that the merchants were using the change as an  excuse to raise rents and prices, and in this profiteering  they had been aided by the incompetence of the Colonial  Government.  -It was not, however, the labourers who reacted first  to this sudden increase in the cost of living, but the  Constabulary. The Constabulary was a para-military force  set up in 1887 to replace the British West Indian regiment (which was being withdrawn) as guardians of the northern frontier. Its constables were located at Fort Munday and Fort Cairns in Orange Walk and Fort Barlee in Corozal Town, and its major role was to defend Belize against incursions from the Icaiche Maya across the Hondo.  - Why riot? The devaluation hindered family incomes; Women could not buy groceries; Racist treatment from whites.  -They rioted in Belize town but British troops were brought in to stop the riots and the employers were forced to increase wages to avoid further rioting. | Through class discussion and graphic organizers students will be able to:   1. Appraise the central cause for the 1894 riots in Belize Town. 2. Evaluate the impact of the devaluation on the livelihood of citizens. 3. Justify the central outcomes (2) of the 1894 riot. | 1. The class will start with a video based on what is a riot. 2. Students will debate about potential reasons for a violent uprising. 3. The teacher will present a short power point presentation based on the 1894 riot. 4. Students will be placed in pairs to answer four guiding questions. 5. Students will be provided with a printed reading. 6. Students will share the answers to the guiding questions. 7. A short class discussion will ensue to summarize the 1894 riot. 8. In pairs, students will create a radio report detailing the cause and effect of the 1894 riots. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Alternative assessment: Students will create a cause and effect chart based on the 1894 riot explaining each cause and effect. |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Marcus Garvey  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils, printed timelines.    Skills:  Analysis  Communicate  Debating  Attitudes:  Show awareness  Justify  Value | - Marcus Garvey was a Jamaican-born black nationalist and leader of the Pan-Africanism movement, which sought to unify and connect people of African descent worldwide.  - Garvey was born in 1887 in St. Ann’s Bay, Jamaica. His father was a stonemason and his mother was a household servant. One the 11 children born to the couple, only Marcus and one sibling survived into adulthood.  - Garvey attended school in Jamaica until he was 14, when he left St. Ann’s Bay for Kingston, the island nation’s capital, where he worked as an apprentice in a print shop. He later said he first experienced racism in grade school in Jamaica, primarily from white teachers.  -While working in the print shop, Garvey became involved in the labor union for print tradesmen in Kingston. This work would set the stage for his activism later in life.  -Garvey spent time in Central America, where he had relatives, before moving to London in 1912. While in Britain, he attended the University of London’s Birkbeck College, where he studied law and philosophy.  - After two years in London – where he received an education that would likely have been unavailable to him in the Americas because of the color of his skin – Garvey returned to Jamaica. It was during this time that he started the Universal Negro Improvement Association.  -Garvey also began corresponding with Booker T. Washington, the African-American leader, author and activist who had been born into slavery. In 1916, Garvey boarded a ship bound for the United States, where – as a dramatic and invigorating public speaker – he intended to go on a lecture tour.  -He ended up settling in New York City, where he first spoke at the famous St. Mark’s Church before embarking on a 38-city speaking tour. He also took on work in a print shop to make ends meet.  -While in New York, he authored the “Declaration of Rights of the Negro Peoples of the World,” which was ratified at the convention of the Universal Negro Improvement Association at Madison Square Garden in 1920. It was during this meeting that Garvey was also elected “Provisional President” of Africa. | Through class discussion and watching images students will be able to:   1. Breakdown the life of Marcus Garvey. 2. Reorganize the events in the life of Marcus Garvey. 3. Question the influences on Marcus Garvey’s life. | 1. The class will start with a quote based on racism. 2. Students will debate on what is racism and its impact on history. 3. Students will watch a video based on Marcus Garvey. 4. Students will debate on who is Garvey and why they think he is important. 5. Students will be given an empty timeline. 6. The teacher will present a power point presentation based on the life of Marcus Garvey. 7. Students will fill the chart will the presentation is on-going. The teacher will give specific times for them to fill in the timeline. 8. Three students will share their timelines with the whole class. 9. In pairs, students will create a graphic organizer detailing the life of Marcus Garvey. 10. Two pairs will share their graphic organizers. | -Ashdown, Peter. “The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Garveyism: The Political Philosophy.  Materials: Power Point presentation, pictures, graphic organizer, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Respect  Appreciate | - Garveyism stems from the social, economic and political thoughts of Marcus Garvey who was an avid promoter of black nationalism in the USA and the region.  - He argued that god created all people equally and that no specific group of people should accept inferiority. Garvey encouraged blacks to develop and accept a better self-image and approach life in all its dimensions with an equal ethos, as other races. His conceptualizations externalized that blacks had the power, through their own will, to curb the status quo and develop a society that promoted a continued equality.  - Marcus Garvey is popularly known for his back to Africa movement in the 1900s. He believed that individuals of various races could only fully realize themselves in their own separate nations. Firstly, he argued that if blacks were part of any country as a minority, they would never realize their higher ambitions and potentials. Secondly, he stated that only in a black nation would blacks set priorities based on their needs and aspirations. Lastly, Garvey proposed that the return to Africa of African-Americans will enable the birth of a true black aristocracy based on merit.  - Garvey’s potent speeches and ideology prompted a movement that included a multilayered approach to improve black lives. He created liberty halls in cities where the UNIA had support. These halls became important social settings for political, religious, and social events. The centers also served as basis to share the political message. Garvey also established a newspaper called the “Negro-World” to share his views and empower blacks to unite for their betterment. In addition, the UNIA encouraged the formation of economic independence by forming the Royal African Motos, Negro Factories Corporations, and the Black Starline shipping line. On the hand, the organization also formed the Black Cross Nurses which encouraged black access to quality health services. | Through class discussion and watching images students will be able to:   1. Appraise the central political philosophy of Garveyism. 2. Justify Garvey’s rationalizations (3) for the creation of a separate black nation. 3. Create a letter to the editor explaining Garveyism. | 1.The class will begin with a video based on Marcus Garvey’s life.  2. Students will debate about the major influences on Garvey’s life.  3. Students will be given a fill in the blank activity sheet.  4. The teacher will present the Garveyite political philosophy.  5. Students will be given time to fill the blanks based on the political philosophy of Marcus Garvey.  6. Students will get into pairs to discuss the fill in the blanks activity, compare answers, and examine Garvey’s political philosophy.  7. A pair, will share their activity sheet with the class and a whole class discussion will proceed.  8. In pairs, students will create a letter to the editor explaining Garveyism. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Alternative Assessment: Students will create a letter to the editor explaining Garveyism. |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  World War 1  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Writing  Summarizing  Attitudes:  Show awareness  Justify  Communicate | - Long Term Causes:  1. Militarism  2. Alliance system  3. Imperialism  4. Nationalism  -World War I began in 1914, after the assassination of Archduke Franz Ferdinand, and lasted until 1918. During the conflict, Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Japan and the United States (the Allied Powers).  - The spark that ignited World War I was struck in Sarajevo, Bosnia, where Archduke Franz Ferdinand—heir to the Austro-Hungarian Empire—was shot to death along with his wife Sophie by the Serbian nationalist Gavrilo Princip on June 28, 1914. Princip and other nationalists were struggling to end Austro-Hungarian rule over Bosnia and Herzegovina.  - Convinced that Austria-Hungary was readying for war, the Serbian government ordered the Serbian army to mobilize, and appealed to Russia for assistance. On July 28, Austria-Hungary declared war on Serbia, and the tenuous peace between Europe’s great powers quickly collapsed.  - The war pitted the Central Powers—mainly Germany, Austria-Hungary, and Turkey—against the Allies—mainly France, Great Britain, Russia, Italy, Japan, and, from 1917, the United States. It ended with the defeat of the Central Powers. The war was virtually unprecedented in the slaughter, carnage, and destruction it caused.  - Russia prepared to defend its ally Serbia. Germany declared war on Russia to protect Austria. And France to declare war on Germany to protect its ally Russia. Germany invaded Belgium to get to France which caused Britain to declare war on Germany. The fighting along western front took place in France and Belgium. The eastern front was between Germany, Austria-Hungary, and Bulgaria on one side and Russia and Romania on the other.  - The war officially ended between Germany and the Allies with the signing of the Treaty of Versailles on November 11, 1918. | Through class discussion and watching images students will be able to:   1. Identify the long term causes of World War 1. 2. Summarize the key events leading up to World War 1. 3. Chronicle the central short term cause of World War 1. 4. Describe the start of World War 1. | 1. The class will start with a video based on war. 2. Students will discuss the potential reasons for war. They will review the Maya reasons for warfare. 3. Students will be given scenarios to discuss potential reasons for war. 4. In pairs, students will analyze and provide insights. 5. The teacher will present a power point presentation summarizing World War 1. 6. Students will be placed in pairs read a timeline based on the events of World War 1. 7. Students will write a one paragraph summary describing the causes of World War 1. 8. A pair will present their summary to the rest of the class. 9. In pairs, students will write a short news article that would be dropped from airplanes during the early 1900s.They will report on the culmination of the war by summarizing the causes and developments. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Alternative Assessment:  students will write a short news article that would be dropped from airplanes during the early 1900s.They will report on the culmination of the war by summarizing the causes and developments. |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  The impact of World War 1 on British Honduras  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils. Printed scenarios.    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | -By 1915 the number of men hired in the Belize District for forestry work had dropped almost 60 percent from the last prewar hiring period, and wages were down almost 50 percent.  - The Clarion, noted in a parody of the Creole vernacular that “De war meck mose a we peachliss wid de hungry and nuttn fe nuttn and bery little fe ten cents.”  -Rural people of all ethnic groups struggled to survive in the 1910s, squeezed by diminishing opportunities for male seasonal wage labor in chicle and mahogany or with United Fruit (ufco) at Puerto Barrios in Guatemala as well as by private landlords’ increasing demands for up-front rent payments, which men’s wages had normally covered.  - The BEC was harsh with its tenants.  - There was little domestic agriculture to offset the soaring prices of imported food.  - The urban working class probably suffered the most of any social sector during the war. The price of flour, a staple of the Creole diet, was officially and disingenuously listed at four cents per pound in 1917, at a time when colonial officials were themselves paying nine cents to supply the prison bakery.  - The Clarion worried that the rising price of fish in Belize Town and of food in general in Corozal would drive poor women in particular to immorality and larceny.  -In Belize its immediate effects were economic for it brought to an end the period of relative prosperity which had existed since the beginning of the century. 1. (Chicle and Mahogany were stable and experienced booms).  -These levels could not be maintained, particularly mahogany exports. Once Europe was at war the British merchant shipping necessary for the transport of wood to the UK was fully utilised in the provision of war materials to the metropolis.  -Chicle maintained the economy. The American market proved just as introspective in 1916, however, when the USA entered the war on the side of the Allies after the Herman declaration of unrestricted submarine warfare. Not only were chicle exports from Belize thereafter strictly curtailed but a serious diminution in the Colony’s supply of basic foodstuffs took place.  -A substantial increase in the cost of living, which, when combined with periods of unemployment and mercantile profiteering, created increasing dissatisfaction among the colony’s Creole Labour force of mahogany workers and chicle collectors. | Through class discussion and watching images students will be able to:   1. Breakdown three impacts of World War 1 on British Honduras. 2. Calibrate five impacts of World War 1 on British Honduras. 3. Justify the impact of World War 1 on British Honduras. | 1. The class will start with a fill-in-the blanks activity. 2. Students will answer the fill-in-the-blanks in their notebooks. 3. Two students will share their responses completing the fill-in-the blanks. 4. The teacher will present a short power point presentation on the impact of World War 1 on British Honduras. 5. Students will be placed in pairs. 6. Students will be given a short reading on the impact of WW1 on British Honduras. 7. Students will complete a graphic organizer to summarize the central impacts. 8. In pairs, students will analyze scenarios based on regular life experiences during World War 1 and its impact on British Honduras. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  The Recruitment  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Debating  Creativity  Attitudes:  Show awareness  Justify  Defend | - The order was to form one contingent, causing Collet (governor) to complain that “it is not an easy matter to maintain discipline in an unpaid force consisting of men of different colours, ranging from pure white to almost pure black. When he presented himself to potential recruits not as the King’s appointee but as “the representative of the Colony,” with a commission from its people, his racism was only temporarily and tactically submerged.  -The Creole establishment, once so critical of Collet, now exhorted support for the war effort through enlistment, grateful belt-tightening, border protection, and food production. Woods rhapsodized about the contingent bringing honor to the colony and then return home, minds opened, as better citizens ready to plant the seeds of progress in their native land.  - Colonel Slack “I am firmly of the conviction that war does sometimes prove itself to be the cleansing power of humanity. . . . I know some of the mothers who did not want their boys to go. I have had some of you to see me. . . . But that body of that son that you brought into this world, what is the good of it, if it has not got a man’s spirit inside it. Will you be satisfied to have a son who shirks his duty? . . . I say it is an honour to these boys to be able to serve their King and their Country. Don’t let them hide behind your petticoats. . . . There is still the necessity for men to enlist. . . . [P]rove yourselves at this time that you are worthy sons of those worthy baymen of one hundred years ago.”  -A mother stated: “Ah . . . tenk de Lawd dat me son is a man an not ah slacka,” she wrote to Jane in Cayo, parroting the Creole elite’s exhortations to all young men, Creole, Indian, and “Carib,” to prove their manhood by fighting for homeland and empire.  -So great was the wave of patriotism which engulfed Belize after August 14th that there were immediate requests that an infantry force be recruited to supplement the British forces but, for racial reasons, were ignored by the War Office until King George V persuaded Kitchener to create a British West Indie’s regiment in order that his loyal Caribbean subjects might express that loyalty in a tangible form.  - 129 men left Belize on November 4th 1915 on the Verdela.  -408 men left Belize on 15th July 1916 on the Magdalena.  -The two contingents were incorporated into the 1st and 2nd batallions of the British West Indies Regiments in the Middle Easte Theatre. | Through class discussion and watching images students will be able to:   1. Ascertain the British strategy to recruit British Hondurans into the regiments. 2. Design a graphic organizer outlining how machismo, empire loyalty and economic needs impacted decisions to join the regiments. 3. Generalize the impact of Machismo notion’s on men’s decision to join the regiments. 4. Breakdown the usage of empire loyalty and economic needs influenced decisions to join the regiments. | 1. A pair will present their analysis on the scenarios given to them in the previous lesson. 2. A whole class discussion will ensue based on the living conditions in British Honduras. 3. The teacher will pose a quote from the Collet outlining the racism in the settlement and the belief that the British Honduran blacks were worthless in war. 4. A whole class discussion will ensue based on the question: Would you join the regiments to go to World War 1? 5. The teacher will present a power point presentation based on the strategies used by the crown to recruit young men. 6. Students will be placed in pairs to create a graphic organizer analyzing the strategy. Students will break down the factors including, loyalty to the crown, economic needs, and machismo. 7. Students will present their graphic organizers to the whole class for discussion. 8. Students will be placed in pairs to create a poster based on the recruitment process. Students will breakdown the three major influences on decisions to join the regiments. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  At war Racism  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Openness  Communicate | -Their experience far from being happy and distinguished, was one of humiliation, discrimination and bitterness, for while they had long been used for the subtle colour class discrimination of their homeland they had ever before been exposed to the indignities of the blatant white racism they encountered during their war service.  -While in the infantry: They quickly discovered that they were to join labour batallions and their destination was the Rivers Tigris and Euphrates and not the Somme or Marne. Racially inspired. 2.  -The military authorities believed that it was “very doubtful if the west Indian Negro would prove reliable in action.” And in any way it was “against a British tradition to employ aboriginal troops against an European enemy.”  -As labourers consigned to work in inland Waterway Transport they found themselves disowned by most of their white officers (Major Jeffrey), subjected to the privations imposed by one particular (Lieutenant Colonel Wilson) and were slighted and humiliated by the European troops present.  -Corporal Haynes: he recorded that at camp after camp they had been allotted insanitary, unlighted, unheated, quarters with primitive galleys; that the sick had received indifferent medical treatment and several contingent members had gone to untimely and unnecessary deaths through disease; that at several camps they had been forced to carry out fatigue duties for the European troops; that they had often been transported for long distances in cattle trucks and that everywhere they had been excluded from white mess huts, playing fields, and bathing quarters and subject to abuse from white troops. In one instance, because they were ‘niggers’ and ‘sambos’, a white chaplin refused to administer communion to them in a church tent while at Gabbary Camp.  - When they song ‘Rule Britannia’ they were accosted by white troops demanding to know “who gave you niggers authority to sing that.”  - Black West Indians “have been accustomed, rightly or wrongly, to receive treatment in the West Indies differing from that usually meted out to Egyptian, Arabs, and native of Africa.  -There had been the initial assumption that black West Indians were not fit to mix with white troops and this official endorsement of a supposed inferiority was reinforced throughout the war in the allocation of pay, pensions and allowances. | Through class discussion and watching images students will be able to:   1. Evaluate the treatment received by British Hondurans while at war. 2. Design a six-section comic strip based on the events of racism at war. 3. Synthesize five different acts of racism experienced at war by the West India regiment. | 1. The class will start with quotes based on the rhetoric used to convince the young men to join regiments. 2. Students will take a quiz based on the strategy used by the British to convince young men to join the regiments. 3. The students will be placed in group of four. 4. In their groups, students will read and analyze a short reading based on the instances of racism while at war. 5. Students will create a poster based on the instances of racism. 6. Two groups of students will present their posters to the class for whole class discussion. 7. In their groups students will create a six-layered comic strip (drawings) based on the instances of racism | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Traditional Assessment: Quiz on the British strategy to convince young men to join the regiments. |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Growing Discontent at home  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | -First was a collective one from the largely Mayan villages of Yo Creek, Guinea Grass, San Lazaro, Trinidad, Chan Pine Ridge, and San Miguel, all in the north.89 Fully 142 milperos, all men, signed on to protest bec’s rent demands, gaining support from the district commissioner, who feared that harsh conditions would drive the peasantry across the border into Mexico.  -Many urban petitions in 1918 demanded wage increases. One of the earliest was all-female, from six pupil nurses, whom Dr. Thomas Gann, the principal medical officer, supported, observing that they were overworked and underfed.64  - Next came the first groups of war veterans, who returned home to high unemployment and official reluctance to grant them farmland owing to the spurious belief that Creole men could not do agricultural work. On the heels of their protest, the leading clergy of all denominations petitioned for increases in teachers’ salaries to compensate for price inflation.Late in the year, just as the mahogany gangs were returning to town, the police demanded a pay hike. Just as Gann had supported his pupil nurses, so Superintendent Wyatt backed the constables, arguing that their pay of $20–$30 a month was insufficient to keep a family fed, clothed, housed, and out of debt. He recommended a minimum of $40 a month. This family wage did not apply to female government workers. Poor House attendant Catherine Savery petitioned for a pay hike from $8 a month, which Unofficial Archibald Usher decried as “hardly a living wage. . . . I have often wondered how she manages to subsist.” Usher and his fellow appointed legislators granted her a raise to $12 a month, which presumably put their minds at rest  -Other petitions called on the government to regulate merchants’ inflated pricing of staple foods, particularly after the establishment of the Food Control Commission (fcc) in January 1918, which had an obvious bias in favor of merchants.  -These two demands—for agricultural development and cost of living controls—informed the political analysis of the large petition that landed on Governor Hart-Bennett’s desk in May 1918, signed by 365 men and 82 women of Belize Town. “No man or woman knows his or her master when they are hungry,” the petitioners cautioned, “it is no use talking about vital rights and do nothing. . . . The more the matter is delayed the more serious and dangerous the situation grows.”104 Led by handyman William Henry Arnold.  -The arsonists who torched the public buildings on the evening of Saturday, 18 August, were certainly aware that the entire elite of the colony—officials and natives alike—was attending a charity auction and sale for the Red Cross at Government House, hosted by Miss Hart-Bennett, the governor’s sister. When the alarm sounded, the governor and other leading men rushed to help the fire brigade; Hart-Bennett was fatally injured in the process. The crowd and even the police were indifferent to the fire. Some cut the fire hoses while “a number of women” looted a store with impunity. The Clarion labeled these actions “Hunnish”—i.e., anti-British— and called on the government to repress the “dangerous and ugly spirit abroad. . . . How many more lessons does this Government want before it takes steps to bring about reform?  -The epidemic had barely died out in early 1919 when a renewed cycle of labor demands, political tensions, and mix of state reform and repression began. Most importantly, Acting Governor Walter banned the importation of Garvey’s Negro World in January, and two thousand copies were seized at the post office. This prompted Hubert Hill Cain to lead a protest deputation, which Walter met with but did not yield to. Copies continued to be smuggled in through Mexico and Guatemala, however, so that Annie Flowers may well have read the February issue, which attacked colonialism and referred to all colonies as “the property of the Blacks.” | Through class discussion and watching images students will be able to:   1. Summarize three instances of growing discontent in British Honduras. 2. Create a graphic organizer outlining four different events that showed discontent against the British authorities. 3. Justify three events that showed discontent against the British authorities. | 1. The class will begin a whole class analysis of a scenario based on the racism experienced during the war. 2. Students will discuss the impact the racism may have on soldiers. 3. A whole class discussion will ensue based on the situation at the homefront. 4. The teacher will present the growing discontent in British Honduras against the crown. 5. Students will be given short readings to analyze. 6. Students will create a graphic organizer outlining the different instances of discontent. 7. Students will share their graphic organizers with the class. 8. Students will get into pairs to create a cause and effect chart based on the growing discontent in British Honduras. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  The Reception of War Veterans  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | - Belize contingent arrived on the 8th of July 1919 on the troopship Veronie. Marched to the governor’s house where they were hailed as heroes by Eyre Hutson (governor).  -The men were informed of the Returned Servicemen’s Welcoming Committee and the Belize Contingents’ Patriotic Fund which would help them find employment and return them to their regular life. A dinner and a pay of $10 until pay sheets were ready. The next day sports were held in their honor at the Newtown Barracks and they watched a free film show at the CU’s theatre.  -Several of the returned soldiers later dismissed the free meal as “a glass of milk and a bag of cakes” while the sports on the 9th only reminded them that their real status in their own society had in no way changed. Tea was served to the white people on the verandas, and veterans were not invited.  -G.O.D Walton “ On this day they walked up and down in front of the club with their lady friends and saw ladies and gentlemen having tea. One can understand the connection in their minds between this club and the tommies club in Mesopotamia and the feeling of exclusion connoted.  -Soldiers got to know about the employment of European clerks with salarieimpos they would have not received.  -In a deposition to the Riot Commission the Governor himself testified to the fact that on July 12th he had received a deputation led by Sergeant. H.H. Vernon which had come to protest about the employment, by brodies and Harleys, of five European clerks.  -Black Creoles of Belize were, to a man, employees and consumers.  -Belize too was to be “a land fir for heroes to live in” but these heroes found that their applications to the Welfare Committee for civil service posts, mercantile clerkship, land grants and cash advances were often rejected.  -Cost of living had considerably risen and merchants were taking advantage of the prosperity of veterans. Pay sheets from Jamaica took long to come in. 9 When they received their payments they spent it lavishly.  -Prices had risen threefold during and after the war and the wages had not risen.  -The differences between the situation in 1894 and 1919 lay not in labour’s grievances but in the existence in Belize City of a body of men with military training and experience who had become disillusioned with a discriminatory colonial society and system of government.  -Men did hissed during the singing of God Save the Queen and did not respect the Union Jack after coming from the war. 9  -HH Cain highlighted the Colony’s administration willingness to stop the Negroworld but unwillingness to stop the blatant racism in the settlement. | Through class discussion and watching images students will be able to:   1. Summarize the events in the reception of the war veterans. 2. Criticize the reception of war veterans. 3. Explain the underlying racist social system expressed in the welcoming of veterans. | 1. The class will begin with a picture showing one of the instances of discontent in the settlement against the British authorities. 2. A whole class discussion will ensue on the analysis of the image. 3. Students will be placed in groups of four. 4. Students will be given short readings on the reception with guiding questions. 5. The teacher will present a power point presentation based on the reception of war veterans. 6. A whole class discussion will ensue based on the readings and power point presentation. 7. Students will present their answers to the questions. 8. In groups students will draw and explain a scene based on the reception of war veterans. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Breaking down the Revolution  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils, typing sheets, coloring pencils, pictures, glue, scissors    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | -At approximately 8:30pm of Tuesday, July 22nd 1919 two units of contingent members marched through the centre of Belize City methodically smashing the plate glad windows of the major merchant houses. Led by sergeant H.H Vernon, in military order and with actions coordinated by whistle signals, they came up Albert and Regent Street, crossed the bridge and then divided, one unit going up Queen street and the other turning into North Front Street. The glass in the windows of Harleys, Linds, Perdomos, Caribllos, Morlans, Cuthberts, Krugs, Brodies, Biddles, and the Belizean stories was ritually smashed.  -The contingent units’ activities soon attracted a large crowd and the onlookers quickly became active participants in an orgy of looting and violence.  -8:50pm the light went out when the generator at the Electric Plant failed and the mob took advantage of the darkness to loot the largely unprotected stores.  -For the next three hours the crowd rampaged through the city center plundering goods they could not afford to buy and settling old scores with merhcants who vainly attempted to defend their property, with unpopular colonial officials, and with any other unfortunate member of the white-creole elite who happened to be on the street. 10. (verbal abuse, bombarded with missiles, beatings)  -At 10pm the police had sided with the rioters. The white community was hiding in the Drill hall on Queen Street.  -The Governor, whites and creole elite called the BTF to join forces but only 35 men joined by 1pm out of 300 men.  -The riot act was read at 1pm. But when Captain JJ Franco tried to arrest a looter the crowd forced him to release the looter. 1Franco was chased to Drill hall. A shot was fired in the air to calm the crowd.  -By this time the mob was being pacified by the contingent itself. FHE McDonald and Lance Corporal Samuel Haynes were touring North Front Street and Queen street chasing looters from stores, dispatching rioters to their homes and setting up patrols in the central streets.  -Private Rufus Hall reminded, one of the most vociferous of the original demonstrators, reminded the RSM that this was “not Mesopotamia.. this is Belize.” But McDonald’s rank, his natural ability to demand respect, the organisation of Haynes and the support of some 50 loyal contingent members allowed the senior NCO to clear Biddle’s store and North Front Street by midnight.  -1:30pm order was restored and Mcdonald’s forces patrolled maintaining order on the 23rd. The governor agreed that “it was humiliating to realise their (contingent) influence and power.  -HMS Constance steamed towards belize from Jamaica. Captain Kennedy’s forces- 100 marines and a machine gun crew landed at 7am on the 24th and marched, insulted but unopposed, to the Drill Hall. Two orders given: 1. Arms and ammunitions from the Drill Hall be transported to the Constance; 2. BTF members had to hand in their arms and ammunitions.  -The governor met with a contingent committee (formed the 23rd) and listened to the grievances. A. demands for investigation into the functioning of the Welfare Committee; B. land grants, price fixing, and separation of allowances and the future role of the loyal contingent members.  -25th the Governor could inform his superiors in Whitehall that the situation was relatively calm and “the open inclination to be insulting towards Europeans in the street” had passed.  -Hutson wanted to arrest “ringleaders in the recent riot and of certain other persons in the community who were involved by means of their incitement to resist authority.”  -The governor Hutson ordered the arrest of Claude Smith while he was at a meeting in the CU’s theatre that evening. The arrest led to violence, the crowd in the theatre attacked the police and the naval patrol in attendance used their bayonets and fired on the gathering injuring two.  -On the 26th the governor received a message requesting military aid from Stann Creek, he sent the PATRICIA with 40 members of the BTF and quickly convened a meeting fo the law officers and military to create strong measures “so as to enable Europeans to go on to the streets.” Hutson ultimately declared Martial Law.  -Kennedy was instructed to make 13 arrests done on the 26th and 27th. Mcdonald was rewarded by being made the Superintendent of Police to replace WYATT.  -By September 29th everything had more or less went back to normality: stores opened, arrests rose to 33.  -G.O D Walton was replaced because of his ridiculous behaviour which led him to lose status amongst Europeans and negroes. Frederick Maxwell was appointed. He was west indian and being negrophile would undoubtedly show sympathy for the rioter’s behaviour.  -31 of the 40 arrested persons because of the riot were convicted in the session which began on November 10th and finished January 22nd 1920. Sentences ranged from 6 years with hard labor given to Rufus Hall for assaulting PC Francis and 5 years hard labor for assaulting Percy George to six months for the less serious breaches. The governor was happy. | Through class discussion and watching images students will be able to:   1. Breakdown the events in the 1919 revolution. 2. Illustrate the activities in the 1919 revolution. 3. Appraise the events in the 1919 revolution. 4. Create a booklet detailing the events in the 1919 revolution. 5. Justify the 1919 revolution. | 1. The class will start with an analysis of a scene based on the reception of veterans. 2. A whole class discussion will ensue. 3. The teacher will present a short power point presentation on the revolution. 4. Students will be placed in groups of 6 to read and analyze the events in 1919 revolution. 5. Students will share their analysis with the class. 6. In their groups students will work on a booklet based on the 1919 revolution. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic:  Emancipation Day Versus The Battle of St. George’s Caye  Materials: Power Point presentation, pictures, quotes, notebooks, pens, pencils    Skills:  Analysis  Writing  Debating  Attitudes:  Show awareness  Justify  Communicate | -At approximately 8:30pm of Tuesday, July 22nd 1919 two units of contingent members marched through the centre of Belize City methodically smashing the plate glad windows of the major merchant houses. Led by sergeant H.H Vernon, in military order and with actions coordinated by whistle signals, they came up Albert and Regent Street, crossed the bridge and then divided, one unit going up Queen street and the other turning into North Front Street. 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Arms and ammunitions from the Drill Hall be transported to the Constance; 2. BTF members had to hand in their arms and ammunitions.  -The governor met with a contingent committee (formed the 23rd) and listened to the grievances. A. demands for investigation into the functioning of the Welfare Committee; B. land grants, price fixing, and separation of allowances and the future role of the loyal contingent members.  -25th the Governor could inform his superiors in Whitehall that the situation was relatively calm and “the open inclination to be insulting towards Europeans in the street” had passed.  -Hutson wanted to arrest “ringleaders in the recent riot and of certain other persons in the community who were involved by means of their incitement to resist authority.”  -The governor Hutson ordered the arrest of Claude Smith while he was at a meeting in the CU’s theatre that evening. The arrest led to violence, the crowd in the theatre attacked the police and the naval patrol in attendance used their bayonets and fired on the gathering injuring two.  -On the 26th the governor received a message requesting military aid from Stann Creek, he sent the PATRICIA with 40 members of the BTF and quickly convened a meeting fo the law officers and military to create strong measures “so as to enable Europeans to go on to the streets.” Hutson ultimately declared Martial Law.  -Kennedy was instructed to make 13 arrests done on the 26th and 27th. Mcdonald was rewarded by being made the Superintendent of Police to replace WYATT.  -By September 29th everything had more or less went back to normality: stores opened, arrests rose to 33.  -G.O D Walton was replaced because of his ridiculous behaviour which led him to lose status amongst Europeans and negroes. Frederick Maxwell was appointed. He was west indian and being negrophile would undoubtedly show sympathy for the rioter’s behaviour.  -31 of the 40 arrested persons because of the riot were convicted in the session which began on November 10th and finished January 22nd 1920. Sentences ranged from 6 years with hard labor given to Rufus Hall for assaulting PC Francis and 5 years hard labor for assaulting Percy George to six months for the less serious breaches. The governor was happy. | Through class discussion and watching images students will be able to:   1. Breakdown the events in the 1919 revolution. 2. Illustrate the activities in the 1919 revolution. 3. Appraise the events in the 1919 revolution. 4. Create a booklet detailing the events in the 1919 revolution. 5. Justify the 1919 revolution. | 1. The class will start with an image on the 1919 riot. 2. A whole class discussion will ensue on the main points. 3. The teacher will share another summary of the events. 4. In their groups students will work on a booklet based on the 1919 revolution. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. |  |
| Topic: Growing Consciousness: The 1919 Revolution  Subtopic: Test #3  Materials:  Test papers,  Writing utensils  Skills  Reading  Questioning  Writing  Attitudes  Respect  Value | 1. Emancipation Day Versus The Battle of St. George’s Caye  2. 1894 Riot Causes and Outcome  3. Marcus Garvey and his legacy  4. What is Garveyism? Political philosophy  5. World War 1  6. The impact of World War 1 on British Honduras: Growing Discontent  7. The Recruitment: Loyalty, Machismo and Economic support  8. At war Racism  9. Growing Discontent at Home  10. The Reception of Veterans  11. Breaking Down the Revolution | Through class discussion and watching images students will be able to:   1. Read questions and place an answer. 2. Write short responses to questions in the test. | 1. The teacher will advise students on the test taking rules. 2. Teacher will distribute the papers. 3. Students will take the test. 4. Teacher will ask students to check their answers. 5. Teacher will collect the papers. | -Ashdown, Peter.“The Background to the Ex-Servicemen’s riot of 1919.” Belcast Journal of Belizean Affairs 2, no. 2 (1985): 1-5.  -Ashdown, Peter. “Coup d’ etat: Riot of July 1919.” Belcast Journal of Belizean Affairs 3, no.1 and 2 (1986): 8-14  -Mcpherson, Anne. From colony to nation: women activists and the gendering of politics in Belize. Lincoln: University of Nebraska Press, 2007.  -Ramsey, Nicole. “Land of the Gods: Exploring the Evolution of Labor, Resistance and Black Consciousness in Belize.” Masters Thesis, University of California, 2015. | Traditional Assessment:  Test # 3 on the 1919 revolution. |