

Caribbean
THINK
BOOK
for 4 and 5 May

TEACHER'S GUIDE

 **Nationaal Comité**
4 en 5 mei

Connecting

The National Committee for 4 and 5 May creates educational material about commemorating, celebrating, remembering, and freedom. For years, the committee has published the *4 and 5 May Think Book* in the Netherlands, for children in primary education. Because we have an eye for similarities and pay attention to differences, we realized that we needed to do more justice to events and conditions in the Caribbean parts of the kingdom. That is why we made a first special Caribbean edition of the *4 and 5 May Think Book* in 2018. Three years later, we are publishing a new Caribbean edition.

In recent years, we have had many conversations with the users of the *Think Book* on the islands. We have used this input and our experience to improve the *Caribbean Think Book* and have it tie in even better to the stories that live on the islands.

As a result of our experience with the *Caribbean Think Book*, we have also adapted the edition for the Netherlands. Children in the Netherlands are now also learning a lot more about what happened on the Antillean islands during the Second World War. They can read about how young men such as George Maduro of Curaçao and Boy Ecury of Aruba fought for freedom in the Netherlands. And they hear about the crucial role the oil from Curaçao and Aruba played in ending the Second World War and what sacrifices the residents of the islands made for it.

People in the Netherlands and on the Caribbean islands from the Kingdom of the Netherlands share their history but have not experienced the same. In the Netherlands, the term “freedom” is closely associated with the Second World War, whereas in the Caribbean part of the Kingdom it refers to the period of slavery that was eventually abolished in 1863. The colonial period, in which the inhuman slavery took place, has drastically changed in the wake of the Second World War. In 1954, a more equal relationship emerged between the islands and the Netherlands, and it was not until 2010 that Curaçao, Aruba, and St. Maarten became independent countries within the kingdom. Saba, St. Eustatius and Bonaire are now special municipalities of the Netherlands.

We want to use the *Think Books* in the Netherlands and on the islands to introduce children to our shared history related to the Second World War. We want to let them experience that we are one in diversity. In this way, the *Think Books* connect children in the Netherlands and on the islands. And that is what 4 and 5 May also stands for. We hope this teacher’s guide will help you to work with the *Caribbean Think Book* and will broaden your knowledge of the history of the Second World War.

— National Committee for 4 and 5 May



CARIBBEAN THINK BOOK: COMMEMORATE & CELEBRATE TOGETHER

This teacher's guide contains information about how to work with the *Caribbean Think Book for 4 and 5 May*. It contains background information about the Second World War in the Caribbean. And you will also find ideas for deepening your lessons and accompanying materials.

With the *Caribbean Think Book*, children learn about...

- ... the overall progress of the Second World War;
- ... the progress of the Second World War in the Caribbean;
- ... the impact of the war on daily life in the Caribbean;
- ... who we commemorate on 4 May and why;
- ... what we celebrate on 5 May and why;
- ... the rituals of commemorating;
- ... thinking about the importance of commemorating;
- ... thinking about the value of freedom for oneself and others.

Attainment Targets

The *Caribbean Think Book* ties in with the following attainment targets.

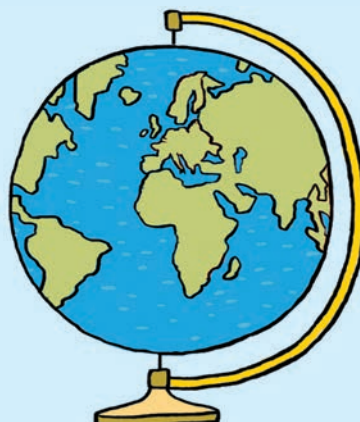
Focus on yourself and the world

MAN AND SOCIETY

- 37 Students learn to model their behavior based on respect for generally accepted values and norms.

TIME

- 51 Students learn to use simple historic sources.
- 52 Students learn about the defining aspects of the period of world wars and the Holocaust.
- 53 Students learn about important historical persons and events from Dutch and local history and can connect them with world history.



Background information for the teacher

THE SECOND WORLD WAR IN THE CARIBBEAN

The Netherlands Antilles – as the region was known at the time – were, as part of the Kingdom of the Netherlands officially in a state of war with Germany. However, the Antilles were not occupied. Still, the islands played a crucial role in world history, because the islands supplied oil for the ships and airplanes of the Allied forces.

On 10 May 1940, Nazi-Germany invaded the Netherlands. The States of the Netherlands Antilles gathered and expressed their support to Queen Wilhelmina and the government in exile. Dismay on the islands is huge. People do not know what is about to happen and sympathize with the people in the Netherlands.

Almost immediately, about 200 Germans are arrested and imprisoned on all islands

Almost immediately, about 200 Germans and Austrians are arrested and imprisoned on all islands. Among those were also crew members of German ships that just happened to be moored in the harbors that day. German crew sink a number of ships to prevent them from being seized by Allied forces. Also, 41 Dutchmen with pro-German ideas are arrested together with their families, as well as a group of German and Austrian Jews. They are all locked up together in a camp on Bonaire.

In the days that follow, first French marines and later also hundreds of British soldiers arrive on Aruba and Curaçao to protect the oil refineries. Small groups of soldiers are

also stationed on the other islands. The local police force, the national guard, also helps to protect the islands. Conscripted men of all islands are deployed. After the bombing of Rotterdam, the Netherlands surrender on 14 May 1940. Now, the Antilles are also officially in a state of war.

The first year of the war, people notice little of the war, but the threat of Nazi Germany is definitely felt. It is known that the Nazis want to block the supply of oil. The islanders are prepared for air raids, even though it seems more likely that the Nazis will not bomb the oil refineries themselves because they hope to be able to use them afterwards.



An unexploded torpedo on the beach of Curaçao.

In February 1942, security is scaled up: 1,400 American soldiers arrive on Curaçao and 1,100 on Aruba. The arrival of the Americans provides a lot of work. The soldiers have to eat, but also want to be entertained. The influence of the Americans on especially the younger people is big, they adopt the American clothing style, drink Coca Cola, and listen to American music.

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Early 1942, the war reaches the Antilles. German submarines perform a surprise attack on oil tankers and oil refineries on Curaçao and Aruba. The first torpedo is fired in the night of 15 to 16 February on an oil tanker near Aruba. That same night, four other ships are sunk. An attack on the oil refinery on Aruba fails. In April 1942, the Germans execute several attacks on oil installations on Curaçao.

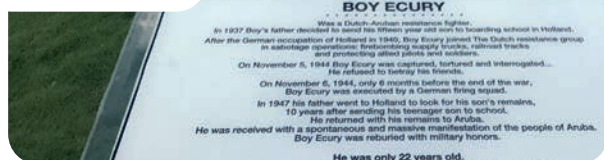


Torpedoed oil tanker off the coast of Curaçao.

In the Netherlands, several young Antilleans, often students, are active in the resistance

The people of the islands sympathize with the occupied part of the Kingdom. Charity events are organized everywhere, from galas to sports matches. There are lotteries, fundraising for clothes and money, and people knit warm blankets. Crates filled with packages are sent to the Netherlands. After the war, the Netherlands express their gratitude to the islands with a monument in Willemstad.

In the Netherlands, several young Antilleans are active in the resistance. They had often come to the Netherlands to study. One of those students was Boy Ecury. When the war started in the Netherlands, his parents wanted him to return to Aruba. However, Boy did not want to. He wanted to fight the Nazis. He joined the resistance and helped in various ways. For example, he prepared an attack on a railroad track and helped allied soldiers to hide. As an Aruban man he attracted attention, so he had to move to other cities regularly in order to prevent himself from being captured. Still, he remained active in the resistance movement. Eventually, he was arrested in November 1944. The Nazis made him a proposal: he could return to Aruba if he would betray the members of the resistance group. Boy refused to help the Nazis. He was murdered the next day.



Resistance hero Boy Ecury and the monument in his honor on Aruba.

During the war, Princess Juliana and Prince Bernhard visit the islands. This royal visit made a huge impression on the people. It confirms the important role the islands played in the Second World War.

THINK BOOK

in the CLASSROOM

Guidebook

The *Caribbean Think Book for 4 and 5 May* helps students on Aruba, Bonaire, Curaçao, Saba, Sint Eustatius, and Sint Maarten get acquainted with the local history of the Second World War. The stories from that time challenge the students to think about the meaning of freedom. There is a copy of the book for each student. They can freely browse, read, and write in the book. Here you will find tips and ideas to get started with the *Think Book*.

Tip 1 Independent reading

First, browse through the *Think Book* yourself, to prepare the lessons for this subject. This way, you will get a good idea of the content of the book and be able to determine how much class time and explanation are necessary to properly discuss the curriculum in your own class.

Tip 2 Think

The *Think Book* is designed to make you think, that is its purpose. The stories are offered in different ways, and in many places in the book, students are challenged to think for themselves. What are their thoughts? What could it mean for themselves? Could someone else have a different opinion? A variety of subjects are discussed, from the history of the Second World War and from the present. The book contains questions for the students. You can actively pay attention to these questions and discuss them together with the students or have them talk about it among themselves.



Tip 3 Arousing interest

Various themes are discussed in the *Think Book*. In addition, there are several pages in the book with opinions and reactions from peers of your students. Determine in your lesson preparation which themes or pages are most interesting or appealing to your students. If possible, start with this, after all: interest can be contagious. You can also have the children browse the book themselves and let them choose which pages they find most interesting. Then, discuss this in class.



Tip 4 Lesson ideas

There are several themes in the *Think Book*, such as Commemorating, The Second World War, Resistance etc. To give you an idea of possible lessons, we have added some lesson ideas for various themes. You will find these on pages 8 and 9 of this guidebook.

Tip 5 Eyewitnesses

Watch the videos with eyewitness stories in class. In these videos, Caribbean eyewitnesses of the Second World War tell about their childhood on the various islands. These are videos with interesting stories, but also with impressive authentic images from that time. Watching the videos makes the *Think Book* even more meaningful.

Go to [YouTube.com](https://www.youtube.com) and search for Caribbean Thinkbook.



Ismaël Soliano, Bonaire



Catalina Lampe, Aruba

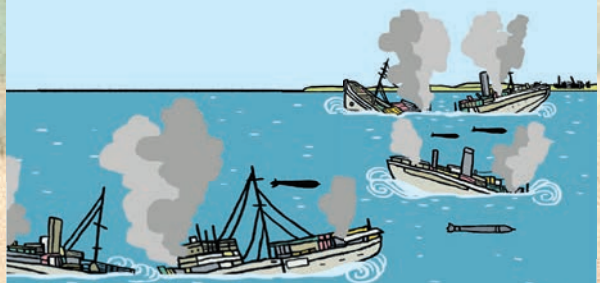
Tip 6 Cutting, pasting, writing

The *Think Book* is designed to learn from it, but also to write down thoughts and ideas. You could also consider the *Think Book* as a workbook: students are allowed to read it, but also write in it, cut, paste, and so on. As a result, the *Think Book* becomes their book. The first pages are about the students themselves. Have the children complete these pages. Other pages are intended to complete together or in small groups. The more writing is done in the book, the more the book becomes truly their own *Think Book*.



Tip 7 Take it home

Allow students to take the *Think Book* home when you think you have sufficiently discussed the book at school. Encourage students to show the *Think Book* at home and tell about it. It might elicit stories, affecting not only the knowledge of the children, but also of family members, friends, or other acquaintances.



LESSON IDEAS AND THEMES

Choose one or more subjects from the *Caribbean Think Book*. These pages contain a thematic layout of the book and extras and ideas.

Themes	Extras and lesson ideas
THEME THE SECOND WORLD WAR	
<ul style="list-style-type: none">- p. 8-13 The Second World War <i>In this timeline, children read the overall progress of the Second World War with the most important dates.</i>- p. 46-49 Locked up on Bonaire <i>Here it is explained who were held in the camps on Bonaire and under which circumstances.</i>	<ul style="list-style-type: none">- Invite a host speaker to come and tell something about a certain event during the war. Maybe a family member of a student can share his/her memories.- Watch the short video in class: 'The War in 7 Minutes': tiny.cc/oorlogin7minuten, and 'World War in the West': tiny.cc/WOindewest.- Watch the video 'Jong in Oorlog, Het Caribisch gebied in de oorlog' (Young in the War, the Caribbean in wartime) on Schooltv.nl or tiny.cc/Caribischgebiedinoorlog- Watch the video 'Ismaël Soliano about the camps on Bonaire' on tiny.cc/ismaelsolano- There is a nice interactive timeline on denkboek.nl/tijdlijn- What questions do children have about the Second World War or war in general? Have them write their questions on a card or post-it note and hang them on the wall. Organize the questions in: research questions (E.g.: When was the tank invented? How old was Anne Frank when she died?) and think questions (E.g. Would you have joined the resistance in the war?). Have them work in groups to find answers.
THEME COMMEMORATING	
<ul style="list-style-type: none">- p. 19-21 Commemorating, how do you do that? <i>Who do we commemorate and why? Focus on a number of war victims and an overview of commemorations on Aruba, Sint Maarten, Curaçao, and Caribbean Netherlands.</i>- p. 22-23 Who do we commemorate??- p. 24-25 Where do we commemorate?- p. 26-27 What are your thoughts on commemorating?	<ul style="list-style-type: none">- Ask the class which commemorations they know. Who are remembered and in which way? Have the children think about similarities between various commemorations. Which rituals are the same? Why do people commemorate events?- Discuss in class the statements about commemorating on page 26-27.
THEME LIVING IN WARTIME	
<ul style="list-style-type: none">- p. 14-18 Life changes <i>Daily life changed during the Second World War. A number of characteristic changes on Aruba, Bonaire, Curaçao, Sint Maarten, Saba, and Sint Eustatius.</i>- p. 56-59 Knitting sweaters for the Netherlands <i>On Aruba, Bonaire, Curaçao, Sint Maarten, Saba, and Sint Eustatius, people wanted to support the Netherlands during the war. They organized fund raisings and knitted warm clothes for the Netherlands.</i>	<ul style="list-style-type: none">- Watch the videos of eyewitnesses on the Caribbean island during the war on www.4en5mei.nl/educatie/basisonderwijs/caribisch-denkboek.- During the war, especially in Europe, there was a shortage of everything: food, fuel, and clothing. People came up with all kinds of solutions for this. In our time too, children are still confronted with shortages: for example due to war or natural disasters such as hurricane Irma that affected Sint Maarten in particular in 2017. But also due to the worldwide COVID-19 pandemic that caused tourism on the islands to come to a standstill on the islands and people to lose their jobs and income. As a result, blackouts are a daily reality for many children on the islands and also the dependence on the food bank. If it feels safe enough to do so, invite children to share their own experiences with this and let them think of practical solutions: what do they think should happen? What solutions do they know from their daily life?- Some items of inventive solutions in wartime (such as bicycles with wooden wheels, a sweater made of dog hair, and a mini stove) can be seen on www.tweedewereldoorlog.nl/100voorwerpen.

- Also watch a video about daily life of children in the Netherlands in wartime. Go to www.schooltv.nl and search for ‘Oorlog in dagelijks leven’ (war in daily life).
- Even now, countries support each other in times of war or after a natural disaster. Give examples of contemporary relief efforts and, together with the children, think of ways to raise money for people in need. (See also p. 60.)

THEME RESISTANCE

- **p. 28- 31 Small city for a big hero**
What is a hero? Children read the comic on George Maduro.
- **p. 48-49 What can you do against injustice?**
Anton de Kom took action against injustice. Children read his story and talk about what they can do themselves against injustice.
- **p. 50-53 Far away in the resistance**
The Aruban Boy Ecury lived in the Netherlands during the war and opposed the Nazis. Read the comic about the life of Ecury with the children and learn more about resistance and the role of Antilleans in this.
- Talk about heroism, when do you call someone a hero? Can a hero also have bad qualities? Who decides whether someone is a hero? Do you know any heroes of this time?
- Talk with the class about resistance in the war. What did people resist? Why was it dangerous to resist? Are people who were in the resistance heroes?
- Talk with the class about Anton de Kom. He resisted Nazi Germany during the war, but also fought against racism. What do children know about slavery? Do children from the class celebrate the abolition of slavery? How can you fight against injustice?

THEME PERSECUTION

- **p. 32-33 Jews in the Caribbean**
Children read about the lives of Jews on the Caribbean islands.
- **p. 34-37 Excluded, persecuted, murdered**
Timeline of the persecution of Jews that shows how Jews were gradually removed from Dutch society.
- **p. 38 Do something!**
Children think about the persecution of Jews during the Second World War.
- In response to the critical thinking question for this article about the gradual process from exclusion to persecution: First, Jews had their civil rights taken away and could no longer participate in public life. Then, life became virtually impossible for them, and eventually they were killed.

THEME WAR AND FREEDOM

- **p. 6-7 My Think Book**
Children personalize the book and write what they already know about war and freedom.
- **p. 39 Pass it on**
Kids seek stories about war and freedom in their own environment.
- **p. 44-46 Flee!**
About fleeing then and now.
- **p. 47 10 things ... in my suitcase**
What things would you take in your suitcase if you would have to flee?
- **p. 54-55 We are free**
Four people talk about what freedom means to them.
- **p. 60 Ten tips for helping someone else**
How can you help people around you?
- **p. 61-63 What do you know!**
Children give their opinion about freedom, war, and commemoration.
- **p. 64-65 Freedom according to Hensley Meulens**
International baseball player Hensley Meulens explains what freedom means to him.
- **p. 66-67 How do you feel about freedom?**
Statements about freedom.
- **p. 68-69 Questions about freedom**
Children discuss different questions with each other. What do they think is important?
- Watch a video of Het Klokhuis about human rights with the class. schooltv.nl/video/het-klokhuis-human rights.
- At the end of World War II, there were 30 million people on the run in Europe. In 1951, therefore, the High Commissioner for the Refugees (UNHCR) is founded by the United Nations. In 2019, nearly 80 million people were displaced worldwide. Finding a place for all these refugees is a difficult problem. Among the refugees are many children. Talk with your class about reasons why people flee (wars, economic conditions).
- Discuss with the children the questions asked to children in the article “What do you know!” Do the children agree? What do they disagree about?
- Let the children document the stories they found using ‘Pass it on’ (p.39) in a video or in a book. This way their stories will not get lost. Also ask the children why it is important to pass on stories. Do they agree?
- The end of the Second World War also marked the beginning of the end for the colonial empire of the Netherlands. The inhabitants of Indonesia, Suriname, and the Antilles were separated from the motherland during the war, and this laid the ground for independence movements. Together with the children, study the map in the front of the *Think Book*.
- Talk with the children about freedom. What do they think of when hearing this word? Have the children create word clouds and respond to what they say. If possible, make a connection to the end of slavery.
- Use 10 Tips to help someone else (p. 60) to organize an activity with the class to help someone.

FROM READING TO DOING

When your students' interest in the Second World War and commemorating it has been aroused by reading the *Caribbean Think Book*, you can choose to actually do something with the subject. Let the class organize their own commemoration or give them a role in an already existing commemoration.

Dedicate several lessons to this topic. Invite someone who is often present or is involved in the organization of the annual 4 May commemoration and have him or her talk about the commemoration on your island. Or invite someone with memories of the Second World War, who can tell you why commemorating is important to him or her. These stories are often impressive and put a face on the past.

Organizing a commemoration

Now that the children know more about the 4th of May commemoration, they can take the next step: organizing (part of) a commemoration. The children

first think about why they want to commemorate. This is an important step. Why is commemoration not only about the past, but also about the present? Why is it important for us not to forget history?

Rituals

From this motivation, they can think of what rituals they want to perform. For example, they can read out the names of the victims, recite a self-made rap, or lay flowers. You can choose to organize your own commemoration at a war memorial or in school, whereby your students organize everything from the invitation to the program. Or you can join the organization of the local 4 May commemoration and give children a role in it.



Students from the Pelikaanschool recite a poem during the commemoration ceremony on Bonaire.



FOR TEACHERS

- Liesbeth van der Horst, *Wereldoorlog in de West. Suriname, de Nederlandse Antillen en Aruba*. (World War in the West. Suriname, the Netherlands Antilles, and Aruba). Uitgeverij Verloren 2004.
- Jos Rozenburg, *De Antillen in de Tweede Wereldoorlog*. (The Antilles in the Second World War). Uitgeverij U2pi B.V. 2014.
- Ted Schouten, *Boy Ecury. Een Antilliaanse jongen in het verzet*. (Boy Ecury. An Antillean Boy in the Resistance). Walburg Pers 2003.
- Junnes E. Sint Jago, *Wuiven vanaf de Waranda*. (Waving from the Veranda). Gopher Publishers 2007.
- Marjan Brouwers en Jeanette Ditzhuizen, *Ren Janina run! Tien jaar oud en op de vlucht voor de nazi's*. (Run Janina Run! Ten years old and on the run for the Nazis). LM Publishers 2016.
- www.antillesatwar.com
- www.nationaalarchief.cw/geschiedenis
 - WO2 en de Cariben in 100 foto's
 - Guera na Kòrsou
 - George Maduro
 - de interneringskampen
- www.verzetmuseum.org

Set the language to English. In the menu click the heading WW2 info and select 'Kingdom of the Netherlands'. Then select 'Suriname, Antilles, Aruba' to find more information about the Second World War in 'the West'.
- www.georgemaduro.com
- www.oorlogsgravenstichting.nl

Website is in Dutch only. Type a place name in the search bar to get more information about the victims that fell in or originated from that area.

FOR STUDENTS

- tiny.cc/WOindewest

World War in the West, film of the resistance museum.
- www.oorloginblik.nl

Do a search on the words: Juliana, Nederlandse Antillen. Color film of the visit of Princess Juliana to the Netherlands Antilles from 26 February to 5 March 1945.
- tiny.cc/RonnieMartina

Ronnie Martina tells children about George Maduro in Madurodam.
- www.schooltv.nl

On Schooltv, you can find plenty of useful videos about the Second World War (in Dutch). For example the video 'Oorlog overzee' (War overseas).
- www.13indeoorlog.ntr.nl

A television series about the Second World War from the perspective of a child.
- www.4en5mei.nl/onderwijs/jong-in-oorlog

People who experienced the war as a child tell about their experiences in short films.

COLOFON

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PROJECT MANAGEMENT AND CHIEF EDITOR

Sarah Feirabend

EDITING AND ADVICE

Cristan van Emden and Julia Sarbo,
The National Committee for 4 and 5 May

IDEA, TEXT, AND EDITING

Patsboem! educatief

GRAPHIC DESIGN AND ILLUSTRATIONS

Suzanne Hertogs and Anne de Laat
(Ontwerphaven)

ILLUSTRATIONS

Karida van Bochove

RESEARCH AND ADVICE

Stichting de Cultuur Kameleon, Saskia Luckmann

TRANSLATIONS

Jacqueline van Zuijlen (English translation),
Chantal Cooper (English corrections), Diana
Domacassé-Lebacs (Papiamentu translation),
Jeroen Heuvel (Papiamentu corrections),
Desiree Correa (Papiamentu translation),
Lilian Semeleer (Papiamentu correction)



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@nationaalcomite4en5mei