

Online Teacher Resource Pack (Upper KS2)

The Lives and Legacies of Eric and Jessica Huntley

Originally from Guyana, Eric and Jessica Huntley came to England in the 1950s. They settled in Ealing and established Bogle L'Ouverture Publications, promoting radical Black writing and they set up the Walter Rodney Bookshop, a place of importance for Britain's Black community.

This online resource explores the work of these activist campaigners and significant Ealing residents. It links to the KS2 National Curriculum for both the local history and the English study elements.

Guidance for teachers

This resource consists of two parts:

Part A outlines 7 suggested activities and you can mix and match the activities based on your targets and time. You can do this topic entirely in your classroom or you can also do it in conjunction with a trip to Gunnersbury Park Museum in which case activities two and seven will be useful to you as well. A visit to Gunnersbury Park Museum would allow the children to further explore themes related to immigration in general and use skills such as researching, discussing, presenting and recounting.

Activity 1 is to be done as an introduction.

Activities 2 and 7 are examples of activities that can be done during a museum visit.

Activities 3, 4, 5 and 6 help to further consolidate knowledge and understanding.

Part B: This contains teacher's guidance and notes with tips and links to the National Curriculum.



Part A: Pupil activities

Activity 1: Who are Eric and Jessica Huntley?

Background Information

(Duration: Introductory lesson/s on 1 day)

Read the following extract.

Eric and Jessica Huntley **migrated** from Guyana to the UK in the late 1950s. Before moving to Britain, they were involved with the People's Progressive Party in British Guiana, now Guyana.

In the 1960s there were tensions in Guyana as well as all around the world. The **Black Panthers** and the **anti-Vietnam War** movements in the US; **strikes** started increasing by the end of the 1960s **in the UK**, while the **women's strike for Equal Pay** in 1967 ended in victory. The world was fighting for better life conditions and against **racism** and discrimination.

In this climate of social struggles, the Huntleys, political activists themselves, created the publishing company Bogle – L' Overture, in 1968.

It was named after the Jamaican hero of the Morant Bay uprising, Paul Bogle, and Haitian revolutionary, Toussaint L'Ouverture. The bookshop in South Ealing was renamed the Walter Rodney Bookshop in 1981. Eric Huntley notes the importance of publishing in transforming the status of written knowledge in the Black **community** in Britain and they also established a Saturday school.

The Huntleys organised protests and rallies, for example, the Black People's Day of Action march in 1981, with 20,000 people involved, was the largest protest march of Black people.

Partly sourced from <https://www.georgepadmoreinstitute.org/the-pioneering-years/new-beacon-books-early-history/towards-radical-black-publishing-space/bogle-l>)

and <https://www.blackhistorymonth.org.uk/article/gallery/test-diane-julie-abbott-politician/>



Activity 1 continued: Who are Eric and Jessica Huntley?

What to do

Your teacher will split you into groups. Each group will be given one of the words below.

Migrate (immigration)

Black Panthers

Anti-Vietnam War movement

Equal Pay Act 1970

Racism

Community

Do an Internet and/or Library search about your word. Create a presentation, eg using Power Point, that gives a **definition** and **example in sentences** to explain the one you have researched.

Now try to give answers to the following questions using more research and with support from your teacher, and discuss it with your group, and

- **Where is Guyana? Find Guyana on the map.**
- **Why did the Huntleys come to Britain?**

(Think about it: An increased number of people from the Caribbean came to Britain after the Second World War. What jobs needed to be done after the war?)

- **One of the ships that people travelled on was called the *Empire Windrush*. What was the significance of the *Empire Windrush* in particular in 1948? Have you heard of the Windrush generation? Do a search on the internet to find out.**
- **Why did people come to Ealing? Discuss in your group why you think they chose or were 'placed' in this area.**

Hint

Ealing was in the expanding suburbs...think about what things you might need to move and live somewhere.



Activity 2: From a country far-far away...to London

(If doing a visit to Gunnersbury Park Museum it could take 1.5 hours)



Just like Eric and Jessica Huntley, there have been a lot of other people who have migrated to London and to the local area.

- Find any stories or museum displays that mention migration from other places either in Britain or from other countries. For example, at Gunnersbury Park Museum there are displays in the gallery called 'People and Place' or in the room about 'The Home'. Write down any of the places people migrated from.
- Choose a picture or an object you like the most, about people who have migrated and say why it is important.
- Take a photograph or draw something that you think could have cultural importance to you and your family, such as a religious item or some clothing that you might recognise as being special.

Write few words below about it and do a presentation about it to the class.



Activity 3: Create a lesson of your own

(Duration: Within lessons over 2 or 3 days)

Background Information

Eric and Jessica Huntley encouraged equality in education. The education system was, and still is, criticised for not being able to get rid of inequalities. The Huntleys were involved in a lot of movements that tried to improve the British education system. For example, they took part in the Anti-Banding protest movement. This movement argued against plans to teach all pupils in bands (groups) depending on their results in IQ tests which have been shown to be biased and inaccurate. The Huntleys also formed 'The Supplementary School Movement' and created a Saturday School in Southall to provide extra opportunities for Black children.

Here is what one of their former pupils, Sharon, now an adult, remembers...

"My sister and I attended Saturday school in Southall and learnt Maths and English. We were both doing well at school and were not falling behind, but my parents wanted us to have even better opportunities to learn. The lessons (at The Saturday School) always felt quite strict...and there were clear boundaries. All my teachers there were Black and from the Caribbean. They felt like family. There was a real sense of community and belonging. I remember the books were all by Black authors and were so different from the ones in my state school.

English has always been of great interest to me. I went on to study English at A-level and I now have two degrees and a teaching certificate.

I think the Saturday School helped me to focus and improve my confidence. Seeing black people in positions of authority as teachers from an early age was so inspiring."

Discuss

Based on Sharon's views, write down **three words** that come to your mind when you think of this Saturday school. It can be feelings, ideas or images....



Activity 3 continued: Create a lesson of your own

Get thinking

A lot of people who were born in the UK, or are UK nationals, speak a different language with their own family and friends. They may have different customs or they may celebrate days which are not part of the 'official' bank holiday calendar in the UK.

- Some people moved from other parts of the world, bringing their own ideas and customs. Think about what it feels like when you are new to a place.
- Each area of this country also has also got its own accents, traditions and cultures. Think about North and South England. Think about Wales, Scotland and Northern Ireland. Think about West and East London.
- All people are different individuals even if they have lived in the same area for years. Think about how people of different ages, classes or other experiences can have different cultures.
- All these cultures give countries and areas a special character. Also, it changes a lot over time, because people and ideas are moving all the time. Think about how London, or Ealing in particular, was different 100 years ago or 50 years ago or even 10 years ago!

Your teacher will now split you into three groups. Think about what a lesson would be like with children for whom English is not their first language, or for those who have just moved to the UK from another country.



Activity 3 continued: Create a lesson of your own

What to do

Think about how you could improve your English by learning about different cultures.

1. Where would you like to do the lesson? Describe your ideal 'classroom'. What would it look like? Where would it be?
2. Can you name at least 3 different cultures in Britain? (this may also include the different nations of the UK) What cultural differences are there within Britain (eg different fashion, music, languages, religions etc)?
3. Discussing with your group **THREE** things that **YOU** would like to know about other cultures. Write them down e.g. would you like to learn about games, food, famous people, sports, school or their difficulties?
4. Based on your group' answers, write **THREE** things that you think are important to **YOUR GROUP** and you would like to share with children around the world. Some examples: Christmas or other festival, a historical moment, a favourite song, book, cartoon, film, or magazine.

Can you explain:

- **WHY** you made these choices?
 - **WHY** would you like to share it with other children around the world? Is it entertaining or is it serious and important?
 - Is it something that can bring together children no matter where they come from?
5. Investigate what some words mean in another language and try to play a game as teams where you have to show your team-mates what a chosen word in another language means just by drawing it or miming the meaning.
 6. Design a trail/walk in your area. Which would be **THREE** of your favourite places and what would you say about **YOUR** experiences at each place.



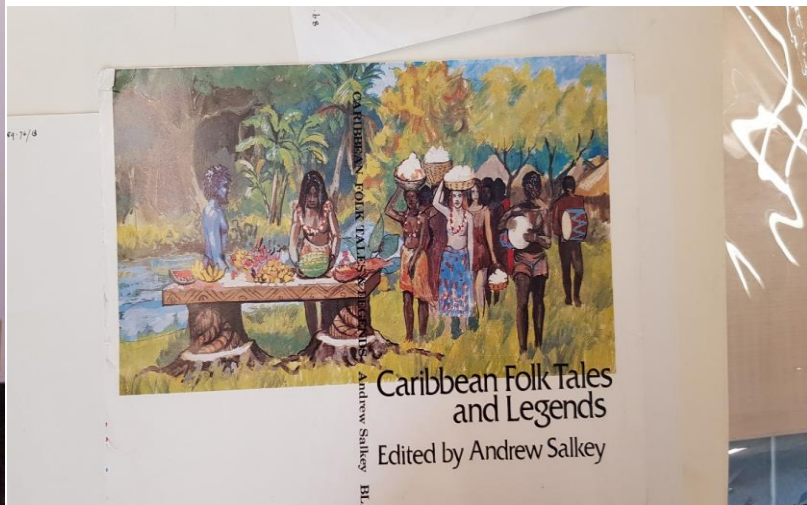
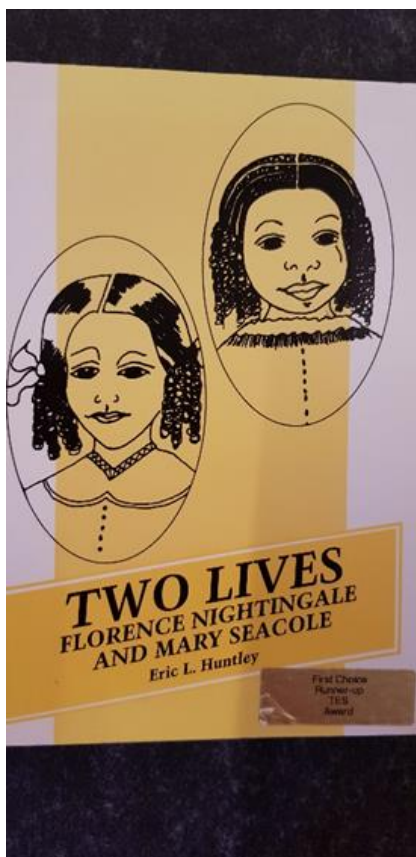
Activity 4: The bookshop

(Duration: a lesson within 1 day)

Background Information

Eric and Jessica Huntley created a publishing company called Bogle-L'Ouverture Publications. It featured and gave a voice to a lot of Black activists and writers.

Here are the covers of two of the books they published.



The first is written by Eric Huntley himself and it is a book for school children. He is telling the story of two girls with similar path but from different countries: Florence Nightingale from the UK and Mary Seacole from Jamaica. Both girls grew up to become nurses during the Crimean War.

The other book is a collection of Caribbean Folk Tales.

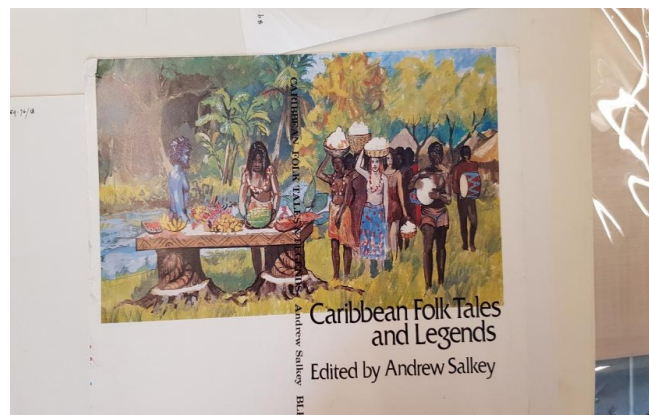


Activity 4 continued: The bookshop

What to do

Option 1: Write a review of a folk tale

1. Work in pairs.
2. Find a folk tale from the Caribbean.
3. Describe what it is about (use your **own** words. **DON'T** copy-paste!) Say what you like most about it.
4. Find or draw a picture which best represents the story or the country.
5. Design a cover page for your review – give it a title and a photograph etc.
6. Present your book and review to your classmates. (Could be a classroom display)



Option 2: Write a small biography of a person from another culture.

1. Work in pairs.
2. Think of a person that you and your friend admire e.g. a scientist, a footballer etc. Do a search to see if there is person *from another culture*, who has done similar things:
For example, a similar figure to Robin Hood was Song Jiang in 12th Century China.
3. Write a paragraph – a small **biography (description)** – of this person. Use your **own** words and DON'T just copy-paste.
4. Find or draw nice pictures that can go with the text (of them or their work, country, etc.)
5. Make a cover page – give it a title, a photograph etc.
6. Present your book to your classmates. (Could be a classroom display)



Activity 5: Solidarity

(Duration: lesson within 1 day)

Background Information

The fight for human rights, freedom and a better life has never stopped. On many occasions protests like the anti-Vietnam war movement appear around the world at the same time. People show **solidarity** to one another.

What does the word **solidarity** mean? Look it up.

Example:

One of the biggest international movements, in the 1980s, was the Anti-Apartheid movement. Apartheid was the system where people were treated differently depending on the colour of their skin. People around the world campaigned against the racist government of South Africa. It had imprisoned many Black South Africans, who were struggling against it. Nelson Mandela spent 27 years in prison.

There was a big Anti-Apartheid movement in London and Ealing. But also, there was a big movement against racism in Britain. Eric and Jessica Huntley were two leading figures in that movement.

Nelson Mandela was released from prison in 1994. Apartheid was forced to end and he was then elected the first Black Prime-Minister of South Africa.

Can you find any other examples of **solidarity**? Research it.



Activity 5 continued: Solidarity

What to do

Here is a photo from the Gunnersbury Park Museum archive. It should give you some ideas about what people in Ealing did to protest against Apartheid and show solidarity to Black people in South Africa and around the world.



Split into smaller groups.

1. Think about some people who are going through hard times now.
2. How would you run a festival or event in your school that could show solidarity with them and raise awareness about this group?
3. Could you plan an event or write a play or song to help?
4. Create a poster to invite the rest of the school to the event.

An event needs to have:

- A title
- A venue
- A catchy phrase that will show what the problem is, who you support and why people should join you.



Activity 6: Wordly words

Benjamin Zephaniah is a poet the Huntleys worked with. Read his poem below:

The British – a poem by Benjamin Zephaniah

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.



Activity 6 continued: Worldly words

(Duration: lesson within 1 day)

What to do

- Use books, internet, maps and other people to find out more about some of the different groups of people mentioned in Benjamin Zephaniah's poem, The British. Your class can work as small groups and each group can be given a different section of the poem to focus on.
- Find out where the Picts, Celts and Silures mostly lived.
- Find where the Romans came from and in what year they first came to Britain.
- Where did the Normans come from, what language did they speak and are there any examples of words in modern English that come from that language?
- Which countries did the Angles, Saxons, Jutes and Vikings mainly come from?
- Which countries do these people come from: Chileans, Jamaicans, Dominicans, Trinidadians, Bajans, Ethiopians, Chinese, Vietnamese Sudanese, Somalians?
- Can you find these places on a map: Sri Lanka, Nigeria, Pakistan, Guyana, India, Malaysia, Bosnia, Iraq, Bangladesh?
- Are there any of the people in your school who have any family links to the: Afghans, Spanish, Turkish, Kurdish, Japanese, Palestinians?
- Research the places people in your school have family links to and draw a bar chart to show the ones mentioned the most. Illustrate it with flags and colours. What are the colours of the Guyanese flag? (Hint: look at this page)

Discuss

What do you think is meant by each of these phrases:

'melting pot', 'allow their languages to flourish', 'Serve with justice',

'Treating one ingredient better than another will leave a bitter unpleasant taste'?

Create

See if your groups can each create a short performance to illustrate this poem. Read more poems by Benjamin Zephaniah and try to create a rap or reggae style poem such as in his poem 'Reggae Head' featured on this website:

<https://childrens.poetryarchive.org/poet/benjamin-zephaniah/>



Activity 7: Make a film about the Huntleys' life

(Duration: lessons over 2 to 3 days to complete the documentary)

Now you know all about what the Huntleys did and what the situation around the world was like at the time, you can make a short film about it. You can work as small groups.

What to do

- If you need to, search the <https://fhalma.org/> as in Activity 1.
- Think about what type of film it is, eg a documentary.
- Think about who it is aimed at as an audience, eg other school children.
- Think about what information you need to include about the life and work of Eric and Jessica Huntley.
- Think about whether you can interview anyone else.
- Decide which jobs different members of your group will do and try to include everyone or swap jobs for different sections, for example think about who will talk to the camera or who is going to be behind the camera.
- Plan it and write a script.
- In groups, using whatever resources you have available (eg cameras, iPads, etc) film your documentary about the Huntleys – Not longer than 10 minutes.

Suggestion

If you go on a trip to Gunnersbury Park Museum you could make your film or part of it there.



Part B: Teachers' notes

National Curriculum links

1. Local History study

Historical Knowledge: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

2. Reading Comprehension

3. Writing

Handwriting and presentation

Composition

Vocabulary, grammar and punctuation

More ideas

Draw a magazine cover showing something you aspire to be. Stick it on the wall. How does it make you feel to see that there each day? Does it make you feel encouraged? Now imagine only your poster was taken down, how would that feel? Look at old magazines. Who was most often left out? Compare it to new magazines. Is there anyone still not included?

More ideas

- Encourage your students to think of scientists, activists, politicians, artists, athletes.
- They can then do a search on the internet about similar figures abroad.
- A website about women scientists can be found here, for example

<https://www.sciencefocus.com/science/10-amazing-women-in-science-history-you-really-should-know-about/>

- They can have a look at <https://www.ducksters.com/biography/> for biographies

More ideas

- Children can look at the refugee crisis.
- They can look at the Yemen war.
- Specific groups that are on strike can also be an option. E.g. When this is resource was created, in 2020, UCU staff strikes were supported by the Students' Unions.
- Encourage your pupils to look into the recent case of the Windrush scandal, which raises the issue of discrimination in our country today.



Part B: Teachers' notes continued...

Extra activity

Before reading the following text, make time (1 hour) to watch the 28min 1960s film, *Jemima and Johnny* here for free: <https://player.bfi.org.uk/free/film/watch-jemima-johnny-1966-online>

A film about the friendship of a young white boy and a black girl reaches out across the generations in this uplifting mid-60s short, directed by South African-born actor and anti-Apartheid activist Lionel Ngakane.

Before the film:

- Talk to children about the story in the film.
- Encourage them to look out for issues raised in the film that they can discuss afterwards such as the 'Keep Britain White' rally (7 minutes into the film), which Johnny's father participates in.
- Look at derelict areas of London and how both recently arrived immigrants and 'locals' were facing poverty.

After the film:

- Start a conversation about it. They may struggle to follow it because clearly the cinematography is old. Let them talk about the story and about London and about the two children.
- At some point ask them about 'Keep Britain White' scene: What was the man saying? Have they heard things like this today?

Some more information

For more information have a look at the following websites:

- https://www.ealing.gov.uk/info/201130/area_history
- <https://www.bl.uk/windrush/articles/how-caribbean-migrants-rebuilt-britain>
- <https://fhalma.org/>

With thanks to the Friends of the Huntley Archive at London Metropolitan Archive.

