

A large, stylized handwritten signature in black ink that reads "Brian Hatton". The letters are cursive and fluid, with some overlapping and a slightly slanted orientation.

Citizenship - Teacher's notes

Theme - Gypsies and Travellers

Introduction

Brian Hatton and Gypsies and Travellers

Many people have looked at Brian Hatton's paintings and seen an empathy with Gypsies and Travellers. He himself had a secure middle-class life and probably saw their life as romantic and colourful and maybe they represented the freedom of the open road. Whilst Brian may have seen them as romantic subjects, he drew them honestly. He drew broken boots and tattered shawls and showed the harshness of their lives and the poverty that was common amongst many people who worked the land. See the link below to a drawing held in the British Museum that shows the exhaustion on the faces of the itinerant workers.

Brian clearly found Gypsies and Travellers interesting models for his work as he chose to draw them so often. It may also have been a shared love of horses that inspired Brian to work with the travelling community.

Useful web links

["Turnip Hoeing" at the British Museum](#)

Gypsy and Traveller history

Romany Gypsies are thought to have originated in India and it is believed that they left there between 1000-1200 AD. Gypsies travelled from India through the Middle East to Egypt. The term Gypsy is believed to be a corruption of the word Egyptian. Gypsy culture evolved during their migration from Asia and across Europe. The arrival of Gypsies in Britain was first recorded in 1505 in Scotland and 1514 in England. The Romany language is of Indo-Iranian origin.

In 1530, the Egyptians Act was passed in England; this aimed to rid the country of all Gypsies by banning immigration and requiring Gypsies who were already in England to leave the country within sixteen days. In 1554, this Act was amended and imposed the death penalty for Gypsies already in England if they did not leave within a month. In 1783, a second Egyptians Act repealed these previous acts against Gypsies. However, throughout the nineteenth and twentieth centuries other acts continued to impact upon Gypsy culture and lifestyle. Even today, legislation is generated that targets Gypsies and Travellers and impacts upon their lives.

There are many types of Gypsies and Travellers: Irish Travellers, Scots Travellers (Nachins), Welsh Gypsies and Travellers (Kale) and English Gypsies and Travellers (Romanichals).

Other types of Gypsy and Travellers include Travelling Showpeople (Fairground Travellers), Boat Dwellers (Bargees) and Circus Travellers. In addition, there are New Travellers or New Age Travellers, often defined as people who have made a conscious decision to adopt an alternative lifestyle.

Planning law defines Gypsies and Irish Travellers as people with a nomadic way of life. 90% of Gypsy and Traveller planning permission applications are initially rejected compared to 20% overall (1997 research).

Gypsies and Irish Travellers living on local authority or privately-owned sites pay rates, rent, gas, electricity and all other associated charges, measured and charged in the same way as neighbouring houses.

Romany Gypsies and Irish Travellers are now all recognised as having protection under the Race Relations Act as they have been finally recognised as minority ethnic communities in law. Many Gypsies and Travellers are subject to racist attacks and name-calling, the withdrawal of services and refusal of admission to shops and pubs and so on. This is despite the Race Relations Amendment Act 2000, which has made all these things illegal.

Useful web links

<http://www.hants.gov.uk/rh/gypsy/resources/history.html>

Hampshire County Council

http://www.bbc.co.uk/insideout/southeast/series8/week_three.shtml

BBC Inside out

<http://www.grtleeds.co.uk/information/raceIssues.html>

Gypsy Roma Traveller

<http://www.grthm.co.uk/>

Gypsy Roma Traveller History month

Lesson activities - Introduction to cross-curricular work

Prior to teaching this theme, it is essential for Art, History, English and Citizenship teachers to liaise.

It is important for this theme that the Citizenship materials are used first with the class.

All the activities in this theme link to a final Art and Design piece. This will take the form of a multifaceted cube. During their Art and Design lessons pupils will be asked to create and complete their own cube, which will form part of a larger display piece.

The Art Department will need to confirm the size of the cube face and the materials that will be used for the final piece. In order to stack the cubes for the final display, cubes should where possible be identical in size. If using A3 card each face will measure 12x12 cm. A template guide has been included. This can be found at the end of this document.

Alternatively, identical sized cardboard boxes could be used.

Each cube face will reflect cross-curricular work undertaken on an aspect of Gypsy and Traveller life. Each cube will display the following faces:

Face 1: Facts and Opinions *Citizenship*

Face 2: The Horse Fair *Citizenship*

Face 3: My choice of art works from the Brian Hatton's Collection: *Art and Design*

Face 4: Vardos *Art and Design*

Face 5: Gypsies and Travellers a brief history *History*

Face 6: Gypsy Traveller traditions *English*

In their Art and Design lesson, pupils can be asked to review their completed work and decide which face of their cube they wish to use in the initial art work display. For subsequent displays, cubes can be re-arranged as required in order to provide alternative views of Gypsy and Traveller culture. Please note that where facilitators are available this piece could be completed as an Art Textiles and Design piece with words and images printed onto fabric.

Art and Design teachers will need to prepare enough cube templates for the class. These could be printed off onto A3 thin white card. Completed cubes can be stuffed with newspaper or shredded paper to give them added rigidity.

Where it is not possible to complete this activity as a cross-curricular project the cube can be completed as an art piece using information and images from the web sites provided.

If you do have Gypsy and Traveller children in your class you may want to seek guidance first from your local Traveller Education Service. A sensitive approach is needed and you may want to discuss what will happen during each lesson with the pupil and also with their parents so they will not feel uncomfortable or singled out in any way. A positive aspect is that Gypsy and Traveller pupils can contribute their own knowledge and experiences.

Lesson activities - facts and opinions

Citizenship national curriculum - KS3

Key concepts

- 1.1 Democracy and Justice, 2, 3
- 1.2 Rights and responsibilities, 1, 2,
- 1.3 Identities and diversity: living together in the UK, 2, 4

Key processes

- 2.1 Critical thinking and enquiry, 1, 2, 3
- 2.2 Advocacy and representation, 1, 2, 3
- 2.3 Taking informed and responsible action, 1, 2
- 3 Range and content, 1, 4, 5, 6, 9, 10
- 4 Curriculum opportunities, 1, 2, 7, 10

Face 1 - Fact or opinion?

Key Question - Have facts or opinions influenced our ideas of Gypsy and Traveller communities?

*By the end of the lesson the students will have: Considered their preconceptions about Gypsies and Travellers and examined and questioned how they form their opinions. For Activity 3 **Promoting a positive image**, you will need to give each group one of the following identities to discuss: Press and Media; Gypsies and Travellers; Schools; Artists and Screen Writers; Councils, or Police. This activity links with those in the other subject areas in this theme.*

Pupils will be working in groups for the first part of this activity.

Resources

- Images from Brian Hatton collection- [Gypsies and Travellers, Art Works](#)
- Paper/ Pens
- **Activity sheet** : Gypsies and Travellers in the British Isles -True or False – found below
- **Answer sheet** : Gypsies and Travellers in the British Isles - True or False – found below
- Cube Template – found at the end of this document

Useful web links - Face 1

http://www.passingplaces.org.uk/citizenship_resources.htm

Activity 1, face 1 - What we think we know

This is a lesson looking at the Gypsy and Traveller communities as an example of groups who have been frequent victims of prejudice. You will be expected to examine any prejudices you have and think about what you and others can do to reduce prejudice and discrimination in the future.

Working in a group, look at the activity sheet **Gypsies and Travellers in the British Isles - True or False**.

Discuss each statement and decide whether it is true or false - several answers may be both true and false.

Activity 2, face 1- True or false

Look at the answer sheet and go through each statement to see if it is true or false. Discuss the answers as a group. If you have got the answers wrong think about where your opinion came from.

Activity 3, face 1 - Promoting a positive image

Discuss in your class what could be done to promote a more positive image of the Gypsy and Traveller community by the group of people you are given –

- Press and Media
- Gypsies and Travellers
- Schools
- Artists and Screen writers
- Councils or Police

Nominate a spokesperson and share your thoughts with the rest of the class.

Activity 4, face 1 - Fact and image

Choose one positive fact and an image from the Brian Hatton collection, which shows a positive fact and print this out to place on Face 1 of your cube.

Gypsies and Travellers in the British Isles: True or False?

No	True or False Statements	T or F
1.	Gypsies and Travellers are all the same people	
2.	You cannot be a Gypsy or Traveller and live in a house	
3.	Gypsies and Travellers travel all the time	
4.	All Gypsies and Travellers go to school	
5.	Gypsies have their own language	
6.	Gypsies and Travellers are allowed to buy land and have a permanent place to live.	
7.	Gypsies and Travellers find the word 'Gypsy' offensive	
8.	Gypsies and Travellers find the word 'Gyppo' offensive	
9.	Most Gypsies are happy to be referred to as 'Travellers'	
10.	All Gypsies are fortune tellers	
11.	Gypsies and have black hair and brown eyes	
12.	Gypsies and Travellers appear in census records	
13.	Some Gypsies and Travellers prefer to keep their heritage secret	
14.	Gypsies and Travellers like horses	
15.	Romany Gypsies originated from Romania	
16.	Some Travellers originated from Ireland	
17.	Gypsies originated in Egypt	
18.	Gypsies and Travellers don't pay taxes	
19.	Romany Gypsies came to England over 500 years ago	
20.	Gold is important in Gypsy culture	
21.	During the 1930s and 1940s, over 250,000 Gypsies were murdered across Nazi Europe	
22.	Gypsies have endured centuries of prejudice which continues today	
23.	The UK media represent Gypsy culture fairly	

Gypsies and Travellers in the British Isles: True or False?

Answer Sheet

1.	Gypsies and Travellers are all the same people – There are many different Traveller communities across the British Isles	f
2.	You cannot be a Gypsy or Traveller and live in a house – The majority of Gypsies and Travellers live in houses. They have nomadic traditions and distinct cultures and languages. 'Traveller' is an inoffensive label given by settled communities, but it is not a description	f
3.	Gypsies and Travellers travel all the time – All Traveller groups have a nomadic tradition. Many still travel at various times of the year for work, family events, for a change of environment, or because they have no permanent place to live	f
4.	All Gypsies and Travellers go to school – Many Travellers go to school for most of the year. Some go to more than one school as part of their seasonal travelling. Nationally, as many as 12,000 young Travellers do not, or cannot, attend secondary school	f
5.	Gypsies have their own language – Romany Gypsies speak Romani – a language with roots in Northern India.	t
6	Gypsies and Travellers are allowed to buy land and have a permanent place to live. They are allowed to buy land but their planning application must be passed. 90% of Gypsy and Traveller applications are turned down as compared to 20% of all other planning applications.	t
7	Gypsies and Travellers find the word 'Gypsy' offensive. The word Gypsy was a word given to Romanies by settled communities. Many Travellers do not like this word. Others are proud of it. Only Romany Travellers are ever happy to be described as a Gypsy.	t/f
8.	Gypsies and Travellers find the word 'Gyppo' offensive .This is ALWAYS regarded as an offensive word. In fact use of this sort of racially abusive language is unlawful.	t
9	Most Gypsies are happy to be referred to as 'Travellers' . The word Traveller is the most accepted word to describe Gypsy and Traveller communities by the communities themselves.	t
10	All Gypsies are fortune tellers. A tiny minority of Gypsies do fortune telling or 'dukking' in the Romany Language.	f
11	Gypsies have black hair and brown eyes – Some Gypsies have a very traditional, dark appearance, because of their Indian origins. Most Gypsy families, like many families in Britain have married into different communities and have a variety of colourations.	t
12	Gypsies and Travellers appear in census records – Many Gypsies and Travellers don't have a fixed address, so don't appear on census records. If they live in houses they do appear.	t/f
13	Some Gypsies and Travellers prefer to keep their heritage secret – They fear they will invite prejudice if they reveal their ethnicity.	t
14	Gypsies and Travellers like horses – horses are an important part of Gypsy and Traveller culture and heritage due to the nomadic nature of their lives. Horse fairs are significant events in the calendar	t

15	Romany Gypsies originated from Romania – Romany Gypsies originated in India	f
16	Some Travellers originated from Ireland – Irish Travellers originated in Ireland – they speak a different language – ‘shelta.’	t
17	Gypsies originated in Egypt –hundreds of years ago many Europeans mistakenly believed that Romanies came from Egypt - partly because of their dark skin, and also in the belief that they were Christian refugees from Muslim states.– see Gypsy and Traveller history notes on the Introduction page-go to Gypsies and Travellers, Introduction	f
18	Gypsies and Travellers don't pay taxes – Many Travellers live in sites or houses and pay the same taxes as everyone else. Many mobile Travellers are fully registered for taxes too.	f
19	Romany Gypsies came to England over 500 years ago.	t
20	Gold is important in Gypsy culture – as well as looking attractive, gold was a portable form of wealth for people without bank accounts.	t
21	During the 1930s and 1940s over 250,000 Gypsies were murdered across Nazi Europe. Many Gypsies have dark complexions and they did not conform to Hitler's Aryan ideal of blue eyes and blond hair. Gypsies were believed to be inferior and undesirable.	t
22	Gypsies have endured centuries of prejudice which continues today In 2008, many Gypsy encampments were burned to the ground in Italy. In Britain today, many young Travellers struggle to find work if they put down the address of a Gypsy site on their job applications.	t
23	The UK media represent Gypsy culture fairly. Newspapers usually only report on tensions and problems between house dwellers and Travellers with no legal stopping place.	f

Lesson activities - Stow horse fair

Face 2 - Stow horse fair

Key question - How is the horse important in Gypsy and Traveller culture?

This activity will require pupils to discuss the importance of Horse Fairs in Gypsy and Traveller culture. This activity links with those in the other subject areas in this theme.

Please note that it is important for this theme that the citizenship materials are used first with the class.

Podcast

There is a podcast of the late author Jeremy Sandford talking about Stow fair- recorded at the fair- go to [Gypsies and Travellers, Podcasts and Powerpoints](#)

Resources

- Images from Brian Hatton collection: 'Returning from the Fair' and 'Horse Fair' –go to [Gypsies and Travellers, Art Works](#)
- [Stow Fair Powerpoint](#)
- Podcast of the author Jeremy Sandford talking about the Stow Horse Fair
- Paper size to fit cube

Useful web links - Face 2

<http://www.passingplaces.org.uk/panels/Horses%20and%20Horse%20Fairs.pdf>

Activity 1, face 2 - The horse fair

Look carefully at the Brian Hatton images; 'Returning from the Fair' and 'The Horse Fair'. Now look at the images on the Stow fair powerpoint.

Discuss these quotes from Herefordshire Romany Travellers with a partner:

Quote 1: "Horse fairs are good for keeping up and sharing the old traditions."

Quote 2: "It is nice to see people in the summer you can meet people at Stowe Fair and at Appleby."

Quote 3: "I like the fairs because there are stalls there that you can not find elsewhere. Things like carpets and crown Derby (china) that's why a lot of people go."

Activity 2, face 2 - The horse fair

Choose one quote and an image from either the Brian Hatton collection or the PowerPoint and print this out to place on Face 2 of your cube.

[Stow Fair Powerpoint](#)



Horse Fair



Returning from the Fair

Cube template

