

October is Black History Month

None of us can fully understand our human history without knowing about the role of African and Asian people in Britain and globally. It is essential therefore that Black History is comprehensively taught in our schools. This inclusive imperative is also evident in the Race Relations Amendment Act and the National Curriculum.

As the DfES Standards web site notes, "Black History Month presents an excellent opportunity for LEAs and schools to reflect on their existing practice and material to ensure that they are meeting the aims of the school curriculum". On these web pages (www.standards.dfes.gov.uk/ethnicminorities/good_practice/772607/) you can find out about youth projects, events and teaching resources that provide exciting and accessible ways to integrate Black History into your curriculum.

Celebrated in the UK since 1987 and in Norfolk since 2003, Black History Month aims to:

- Promote knowledge of Black history and experience;
- disseminate information on positive Black contributions to British society;
- heighten the confidence and awareness of Black people in their cultural heritage.

Black History Month (BHM) was initiated by Carter G Woodson in the USA in 1926. This was in response to the fact that Black Americans and other peoples of African descent were viewed as not having made any significant contribution to human civilization.

There remains a lack of knowledge about Black achievement. We need to share knowledge of our common human ancestry in Africa and of the continuous presence of Black people in Britain for at least 500 years. We should be aware of people such as Mary Seacole, a Black nurse in the Crimea at the same time as Florence Nightingale and, in her time, also famous and feted. Locally, it should be well known that the only Black British circus owner, Pablo Fanque, was born in Norwich in 1798 and that Britain's first Black Mayor, Allen Minns, was elected in Thetford in 1904.

To create an inclusive, just and non-racist society, we require an inclusive understanding and appreciation of our history and our present. This is as true in Norfolk as it is anywhere else. The task and purpose of BHM is to allow us all to discover, reinstate, highlight, discuss, enjoy and celebrate some of the missing pieces.

www.norfolkblackhistorymonth.org.uk contains information, resources and links, and is updated throughout the year.

The newsletter includes local artists and 'World Voices' who can come into your school to help you support BHM, and there are websites to aid your planning or where students might undertake research or activities. We have provided a focus in this issue on Black scientists, inventors and entrepreneurs. There are poems and activities, and information about some of the teaching packs available for helping you introduce Black History into your teaching.



look to the past to create the future

SANKOFA

www.norfolkblackhistorymonth.org.uk

What have Black scientists and inventors done for us?

We've all heard of Thomas Edison and Alexander Bell, but the work of Black scientists and inventors has changed the world we live in today. Here are just a few examples:

Gas mask

The first gas mask was invented by Garrett A. Morgan in 1912. Gas masks have saved countless lives.

Traffic lights

Garrett A. Morgan also invented the traffic signalling system, which has reduced traffic accidents ever since. The three-colour electric traffic signal can now be seen in almost every city in the world.

The Ecocharger™

Ron Headley (who came from Jamaica to live in the UK aged 13) received a British patent in 1985 for his Ecocharger™ invention, a 'cleaner diesel engine emission system'. Ron Headley's invention "works on the fuel before combustion, so there is no need for a catalytic converter to clean up the exhaust afterwards". This allows us to breathe cleaner air.

Cancer research and virology

Scientist Dale Emeagwali (born 1954) was one of the first to show that the cancer gene, oncogene ras, could be inhibited or weakened by a technique known as anti-sense methodology. Her work with a DNA virus demonstrated how genes can be manipulated to make organisms use limited genetic

material more efficiently. In 1996, Dale Emeagwali, nee Brown, was awarded Scientist of the Year by the National Technical Association in the USA.

The incandescent light bulb

Invented by Lewis Latimer in 1881. This was an improvement to Edison's light bulb (Edison's did not stay alight for long). He also produced a wooden socket for the light bulb, which was the forerunner to the plastic and metal moulded ones we use today.

Open heart surgery

In 1893, Daniel Hale Williams was the first doctor to perform open heart surgery successfully.

Based on:

Black Scientists & Inventors Book 1

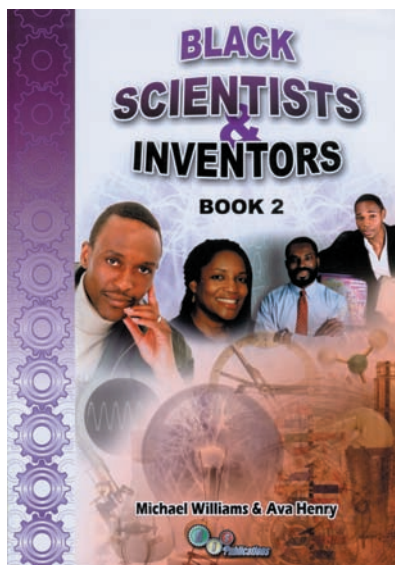
(BIS Publications UK £6.99)

Black Scientists & Inventors Book 2

(BIS Publications UK £6.99)

- available from NEAD - and:

www.planet-science.com/outthere/index.html?page=/outthere/black_history/



Black Scientists and Inventors Book 1
(BIS Publications UK £6.99)

Black Scientists and Inventors Book 2
(BIS Publications UK £6.99)

These books for pupils aged 7 to 16 address the theme of Black scientists and inventors from the UK, the Caribbean, Africa and the Americas through biographies, Questions & Answers, activities, Timelines, glossary and bibliography for further reading.

To order, contact Sarah Gann at NEAD:
Tel: 01603 610993 / Email: sarah@nead.org.uk.



For further teaching materials available for BHM, please refer to the resources list on the website: www.norfolkblackhistorymonth.org.uk or contact Sarah Gann.



Philip Emeagwali

In 1989, Dr. Philip Emeagwali's program for the supercomputer broke a new world record with calculation speeds of 3.1 billion per second. By observing the way bees work together in nature, he decided to make 65,000 computer processors, via the internet, work on the same problem at the same time.

Philip Emeagwali, who was born in Nigeria in 1954, grew up during the Biafran civil war and had to move home several times as a child in order to keep safe. His parents were also facing financial difficulties and as the eldest of nine children, he had to drop out of school to go to work to support his family. He later re-enrolled in school when their financial situation improved. He studied hard and completed his education by independent study. Due to the trouble in Nigeria, Philip and his family emigrated to the United States in 1974. Philip Emeagwali won a scholarship to study mathematics at Oregon State University and later also earned four other degrees, including a PhD in Scientific Computing from the University of Michigan.

Emeagwali won the 1989 Gordon Bell Prize, which has been called "supercomputing's Nobel Prize", for inventing a formula that allows computers to perform their fastest computations - a discovery that inspired the reinvention of supercomputers. He was extolled by then U.S. President Bill Clinton as "one of the great minds of the Information Age" and described by CNN as "a Father of the Internet"; and is the most searched-for scientist on the Internet.

From: *Black Scientists & Inventors Book 2* (BIS Publications UK £6.99) - available from NEAD - and www.black-history.info/black-history-month

Free Materials

Commission for Africa Free Posters for Schools

This is a hugely important year for Africa, decisive for the legacy of our generation and the prospects for future generations.

You may have read about the Commission for Africa, which Prime Minister Tony Blair launched in February 2004 as a way of ensuring that Africa was at the top of the agenda this year when the UK holds the Presidencies of both the G8 and the EU. The Commission report, 'Our Common Interest', published on 11 March 2005, provides a comprehensive analysis of development issues in Africa. It is also a call to action, which provides an ideal opportunity for our young people to explore what it means to be a global citizen.

A set of six posters produced by educationalists are available, to stimulate classroom discussion and learning about the issues raised by the report. To support the posters a website has been created: www.learningafrica.org.uk.

Investigating topical themes is an excellent way to develop the global dimension in the curriculum. For lesson planning and creating activities, teachers will find details of more resources on Africa and the themes raised in the report at: www.globaldimension.org.uk.

To obtain a set of the posters, contact Sarah Gann at NEAD:

Tel: 01603 610993 / Email: sarah@nead.org.uk.



Black Enterprise

Jim Brathwaite - Entrepreneur

The entrepreneur Jim Brathwaite was born in 1953 in Barbados, but left for England in 1956. He grew up with his family in Toxteth, Liverpool. Jim's mother had gone over to work in England before her family, after hearing that England needed people to come and work as nurses, on public transport and in factories. However, even though she was a trained nurse in Barbados, she was not given a job as a nurse in England, instead having to work in a factory. When Jim and the rest of his family first joined his mother in Liverpool, they had to live in one room of a terraced house. It was very crowded, and they had to share a bathroom with another family.

Jim's parents made sure he did his homework and did well at school. He passed his eleven plus exam, which meant that he went to Grammar School. He was bullied at school, but came through that. Jim took four A-levels in 1970 and passed them all. He studied at Sheffield University, and loved his independence. He worked hard but also made some life-long friends and played rugby and squash for the university.

Jim graduated from Sheffield University in 1975 with an Honours degree. He then joined Beechams, a large pharmaceutical company, but he was prevented from climbing up the company ladder because of his skin colour. Jim was furious and resigned. He moved to another pharmaceutical company which recognised his ability and he was appointed Marketing Manager in 1979 at the age of twenty-six.

Jim eventually decided to set up his own business. He and a friend of his set up a video company together from a small room with one telephone. It took a couple of years and support from a bank manager who believed in him, before the business began to grow. The company eventually made Jim a millionaire.

Jim found running the company stressful at times and had to work hard. He also took his responsibility for his many employees seriously, knowing that they relied on him for their wages so that they could support their families. Work is not the only thing in his life, though. He spends his weekends relaxing with his family and he also enjoys watching his favourite football team play. Jim and his family sometimes spend their holidays near to where Jim was born in Barbados.

Jim Brathwaite went on to run five companies, and be involved in many others, ranging from film and television to computers. Jim is still very ambitious and still wants to use his success to give opportunities to other people. He says; "I enjoy making it happen for others, especially when they deserve it and have not been given a fair chance. The more I do, the more I can share."

Based on: *Jim Brathwaite: Entrepreneur* (Ages 9+ Tamarind £6.99) – Available from NEAD, see below.

BLACK PROFILES SERIES

Books for children age 9+ told through a series of in-depth interviews. "Full marks ... for this excellent Black Profiles series. Children need positive role models and this, precisely, is what the series will provide." (*Scholastic Junior Education*) – To order any of these titles, contact Sarah at NEAD – Tel: 01603 610993 / Email: sarah@nead.org.uk. (Tamarind, £6.99 each title)

- *Malorie Blackman, Author.*
- *Jim Brathwaite, Entrepreneur.*
- *Chinwe Roy, Writer.*
- *Baroness Scotland of Asthal, Queen's Counsel and Politician.*
- *John, Lord Taylor of Warwick, Barrister.*
- *Samantha Tross, Surgeon.*
- *Benjamin Zephaniah, Poet*

For details of other Black History resources available visit the resource list on the website: www.norfolkblackhistorymonth.org.uk or contact Sarah at NEAD.

Jak Dodd - Entrepreneur

Jak Dodd was born in London in 1963 to Jamaican parents. “Jak Dodd created the Nubian Jak Black history board game in order to help young people gain knowledge of Black historical facts. He conducted the research for this, and subsequently wrote a book on the same subject. He has since created a deck of cards, a computer game, and is planning to host a TV game show on the Nubian Jak theme.”

Source: www.black-success.com

Nubian Jak: The dazzling edutainment game



The award winning board game Nubian Jak is a hip and exciting game of strategy and skill, combining fantastic fun trivia with historical achievements and facts. For 2 to 24 players, aged 7 to adult. Available from NREAD, price £24.95.

Contact Sarah at NREAD:

Tel: 01603 610993 / Email: sarah@nead.org.uk.

Web links for Black enterprise

<http://www.black-history-month.co.uk/links.html#biz>

<http://www.knowledgecentres.com/bme>
Business Link site for Black & Minority Ethnic Businesses, including news, events & resources.

<http://www.black-success.com>
‘The Black Success Stories E-book’ can be purchased for £9.95, containing interviews with some of the most prominent African Caribbean members of British society today.

<http://www.blackenterprise.co.uk>
Black Enterprise’s mission is to facilitate the development, growth and long-term sustainability of business enterprise through support, encouragement, education, training and finance.

Questions on the poetry texts overleaf

1. Comment on the use of half-rhyme, internal rhyme and end-rhyme that the author uses in these two poems: can you give reasons for the author’s choices? Can you give examples of where it is successful/unsuccessful in the text?

2. The author of these two poems has chosen specific themes to concentrate on in her work. Can you explain briefly what these themes are?

- How do they differ in content, style and approach in the two different poems? Why might this be?

- Which do you think is the more successful poem: why might this be?

3. Can you think of a moment in history when the ‘pen was mightier than the sword’?

4. The poem ‘Warrior’ describes family relationships and rituals. What rituals do you have in your family (think about celebrations, for example)? Why are rituals important?

5. Find out about one of the African tribes mentioned in the poem ‘Warrior’.

6. Rewrite the poem, ‘Other’, in relation to yourself. Start by listing what you are – and what you are not.

(Lisa D’Onofrio, Creative Arts East)

Caribbean Poetry



Maggie Harris was born in Guyana and has lived in the UK since 1971. A practising poet, performer and writer, Maggie has published widely in international journals and was winner of the Guyana Prize for Literature for *Limbolands* (available from NEAD's World Shop, price £8.50) in 2000.

She is available to run creative writing workshops

for further information and Maggie's contact details see opposite page.

Other

bring me to the light fantastic
I am neither young nor white
and still in the process of belonging
but here I stand anyway
crisp at edges, soft at
centre
more september than june
more toffee than pineapple
and bristling with brown sugar cubes
I am that statistic,
that other.

For Questions on the poetry texts, see previous page

Jean Kiekopf (AST) has prepared a lesson for use with Year 9 (KS3) classes during Black History Month on Maggie Harris's poem, 'Warrior'. The lesson plan is available on the norfolkblack-historymonth.org.uk website and can be used with Smart board technology or OHP.

If you are a teacher and have developed other ideas for BHM and are interested in sharing these, please contact Finbarr at NEAD:
Tel: 01603 610993
Email: finbarr@nead.org.uk

Warrior

(for my grandmother, Angela Petronella Brazh)

you passed me the sword and wept
knowing how your own mother had passed you
sheaves of corn
and you had had to borrow scythes to slice the un-
dergrowth

the scars were on your feet still
from battering paths clear through fields of stubbled
cane
so you lined mine with banana leaves and reeds

pulled from the riverside,
bound with that mud whose gullies bore the trace of
so many warriors:
the Yoruba, the Akan, the Ashanti.

You sprinkled me with water made holy by the priest
But in your back room charged the spirits with my
safety
Invoked Yemanja and Kali, and sacrificed
Demetrius, your cockerel,
With one quick, sharp slice of the throat.

Recorded into the praise-songs of my leaving
was the news that I left not as a bride,
my charging from the tribe was that of warrior-scout

and many more would follow;
(some on the arms of borrowed men
who promised them a northern El Dorado.)

How were you to know that times would change
beyond all comprehension?
That the time for swords too, would pass
would fly by in one short generation and again we
need

the time for words, for praise-songs to the elders
memories to weave within the skins of our children.

Last night I dreamt of you: you had crossed the
water
just like Yemanja did –
but this time,
what you passed me
was my pen.

To order a copy of Maggie Harris's book, *Limbolands*, contact Sarah Gann at NEAD:
Tel: 01603 610993
Email: sarah@nead.org.uk

Workshops with Local Artists and World Voices to support Black History Month

- Enable young people and their teachers to learn about other countries and cultures.
- Develop global citizenship by showing the interdependence of our world, addressing local/global sustainable development issues, promoting multicultural awareness and fostering anti-racist attitudes.
- Can be linked to other National Curriculum areas such as: Literacy and English, PSHE/Citizenship, Geography, Music, Art and Design, and Dance.

Most are professionals and you will have to pay a fee. A few are volunteers and will come and visit for expenses only. You should contact them as far in advance as possible, allowing at least one month before the visit. Teachers can find more information on the websites below and can contact the local artists directly to arrange for workshops at your school.

Anna Mudeka

African dance, music, singing and crafts.
01603 615665 or 0787 949 3843
Tambai_proms@hotmail.com
www.nead.org.uk/world_voices/anna_mudeka.htm

Heritage Ceramics

Tony Ojo Ogogo - Storytelling, mask making, African tie & dye techniques, and rhythm, music and dance movements.
020 8575 0500
info@heritageceramics.org
www.heritageceramics.org

Osagyefo Theatre

Workshops and performances on African religion, history, visual art, drama, storytelling, music and dance.
01582 452164 or 0790 381 3982
ekowhanson@hotmail.com
www.osagyefotheatre.org.uk

Teddy Akrofii

Ghanaian storytelling, culture and art.
01473 271669
ghanabaarts@yahoo.co.uk
www.nead.org.uk/world_voices/teddy_akrofi.html

Jose Ferrera Mulem

Cuban drumming and dance.
01603 452310
cathyjose@ntl.world.com
www.nead.org.uk/world_voices/jose_mulem.htm

Caribbean and African Network

Christine Michel
Focus on Caribbean islands – geography, climate, food, music and more.
01603 630041 or 0773 494 5644
www.norfolkblackhistorymonth.org.uk/2004/can.html

Samia Malik

Pakistani music, songs and art.
samiamalik@btinternet.com
www.nead.org.uk/world_voices/samia_malik.htm

Amalia Hendricks

Conflict resolution and South Africa.
0787 902 2227
info@rainbownation.co.uk
www.rainbownation.co.uk

Young Urbanites

Junior Johnson
The influence of black youth on UK culture.
01603 619004 or 0796 047 7361
youngurbanites@yahoo.co.uk

Maggie Harris

Workshops on creative writing.
01843 865790
maggieh@ukonline.co.uk

Shahnaz Khalil Khan

Workshops on refugees and asylum seekers (debunking myths) and diversity.
01603 749830
ukhabadar@yahoo.com

Hamida Yusufzai

Workshops on countering racism, diversity and Islam.
0787 072 8452
gwal33@yahoo.com

Visiting US Artists:

Daniel Beaty

Workshops on poetry and the spoken word.
via Anna McCarthy: anna.mccarthy@norfolk.gov.uk

Ainsley Burrows

Workshops on poetry and the spoken word.
via Anna McCarthy: anna.mccarthy@norfolk.gov.uk

Timanyane is a unique publication which aims to support teachers working with artist-educators from the South to:

- celebrate diversity and challenge negative stereotypes about people from the South;
- encourage a greater commitment to global citizenship within the school community;
- integrate the visit into the school curriculum.

It offers practical guidance, and activities to use before, during and after the visit.

Timanyane: Let's know each other – Making the most of school visits by artists from around the world (Ages 3-16, DEC (S Yorks), £5.75)

To order this publication, contact Sarah at NEAD:
Tel: 01603 610993 / Email: sarah@nead.org.uk

Web links

Information on the Net about Black History Month in the UK

www.black-history-month.co.uk

With info and links on Black History and current issues: make this the first destination of your web search.

www.norfolkblackhistorymonth.org.uk

Contains information, resources and links, and is updated throughout the year.

Background Resources to Black History

www.bbc.co.uk/history/society_culture/multicultural

A wide range of Black History information and links to other sites.

www.100greatblackbritons.com

A listing with biographies of each entry. Details of schools competition run in 2004 - the activities suggested could still be used by schools.

www.blackpresence.co.uk

Has sections on slavery, famous Black British citizens, sport, politics, entertainment, armed forces, as well as links to other websites.

www.spartacus.schoolnet.co.uk/BlackPeople.htm

Biographical information on prominent Black people from British history.

www.stanford.edu/group/King/publications/speeches

Text of Martin Luther King's speeches.

www.achievement.org

American website giving biographical information on high achievers from many spheres, including Civil Rights activist Rosa Parks and international achievers such as Desmond Tutu.

<http://www.kirklees-ednet.org.uk/subjects/ethnicmin/resources/blackdimensions/index.htm>

Black Dimensions - the African Diaspora, contributions to civilisation, Eurocentric view of the world

www.bbc.co.uk/history/war/wwtwo/colonies_colonials_03.shtml

Section on the role played by Indian soldiers in the war, and how the resources of Africa were exploited for the war effort. Details of racist policies which persisted during the war on Churchill's instructions.

www.be-me.org

A website set up to document the experiences of Black and other Ethnic Minority citizens of Wolverhampton, which now includes an audio archive which tells of the experiences of immigrants in their own words.

Science

www.planet-science.com/outthere/index/html

Why do we say 'the real McCoy?' Who was the Black 'Father of the Blood Bank'? Find out about the achievements of eight Black American scientists or inventors on this website which gives their biographies in simple terms and with comic strip cartoons for children.

Lesson Plans

www.learningcurve.gov.uk

Lesson plans using original online source material, including a lesson on post-war immigration, with links to the Windrush archive.

www.channel4.com/history/microsites/B/blackhistorymap/history.html

A Black and Asian history website including timelines, maps, resources and lesson plans.

For information about other Black History resources available, visit the website: www.norfolkblackhistorymonth.org.uk For our full Resources Catalogue: www.nead.org.uk

Regional Development Education Centres (DECs)

DEEL (DevEdEssex Ltd): 12 Museum Street, Colchester, CO1 1TN. Tel: 01206 763380

Harambee Centre: Emmanuel United Reform Church, Trumpington St, Cambridge, CB2 1RR. Tel: 01223 358116

NEAD (Norfolk Education & Action for Development): 38 Exchange St, Norwich, NR2 1AX. Tel: 01603 610993