

Inside London's little-known Windrush gardens (743 words)

Worksheet

This worksheet includes reading comprehension exercises as well as pre-reading and post-reading sections. Students also complete a vocabulary exercise. Sample answers are given in the answer key.

This worksheet and the article are written in British English.

Pre-reading

1. The Windrush generation

Research the Windrush generation individually before discussing the following questions with a partner. These websites could be helpful:

- www.bbc.com/news/uk-43808007
- www.bl.uk/windrush/articles/how-caribbean-migrants-rebuilt-britain
- www.bl.uk/windrush/articles/windrush-and-the-making-of-post-imperial-britain
- www.bbc.com/news/uk-43782241

- a) Who were the people of the Windrush generation? Where were they from? What were they seeking in the United Kingdom? What was their experience upon arrival and going forward?
- b) Give a few examples of some of the contributions of the Windrush generation to British society.

2. What was the Windrush scandal of 2018? Was it resolved and if so, how?

Skim through the following websites to help you answer these questions:

- www.bbc.com/news/uk-43782241
- www.bbc.com/news/uk-politics-43780621

3. Gardening:

Answer the following questions in a group of no more than three to four students.

- What do you know about horticulture (= Gartenbau)?
- What experience do you have with gardening from your childhood?
- Do you have experience with gardening at your school or former schools?
- Do you like to garden now? If so, why?
- Do you have plants or flowers in your home or at school that you take care of regularly? If so, what kind of plants do you have?
- What is subsistence gardening and would you be interested in doing that? Why?

Tip! Use expressions like the ones in the box on the next page to help you in the discussion.

Expressions

At home, we had _____. Growing up I experienced _____.
 My family or parents always / sometimes / never _____. Now that I am older
 and have my own apartment / home, I enjoy / I don't enjoy _____.

Reading comprehension

1. Complete the following tasks with information from the article.

- a) What is Sowing Roots?
- b) State why Ras Prince Morgan initially created his garden in south-east London.
- c) Explain what Morgan has found problematic in the history of gardening narrative.
- d) Outline the contributions that Morgan and Earline Hilda Castillo Binger have made to their respective communities through their gardens.

2. Are the following statements true (T), false (F), or not mentioned in the text (N)? Mark (✓) the correct box, and then correct the false statements below.

Statement	T	F	N
a) The Sowing Roots exhibition at the Garden Museum in Lambeth explores how Caribbean migrants used horticulture to build new lives in the UK.			
b) Ras Prince Morgan migrated to London as a British citizen when he was six years old.			
c) The site of Morgan's garden near a playing field used to be overrun with wildly growing plants before he started cultivating it 16 years ago.			
d) The book <i>Old Moore's Almanack</i> is used by many Caribbean gardeners in London who garden according to moon phases.			
e) The story of Castillo Binger's medicinal plant garden is included in the Sowing Roots exhibition.			

Corrections

Vocabulary

1. Match the English words on the left with the German words on the right.

a) horticulture	A beleuchten
b) to enrich	B Interviews mit Zeitzeugen(-innen) als Methode der Geschichtswissenschaft
c) to shed light on	C (fig) tragende Säule
d) oral history	D Leiden
f) to unearth	E Gartenbau
g) backbone	F erschließen
h) ailment	G Kleinlandwirtschaft
i) to tap into	H (fig) ans Licht bringen
j) small-scale farming	I bereichern

a)	b)	c)	d)	e)	f)	g)	h)	i)
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2. Find the word plays and metaphors relating to the topic in the following sentences that are taken from the article. Explain them.

- "The Sowing Roots exhibition at the Garden Museum in Lambeth explores how Caribbean horticultural heritage has enriched British gardening." (para. 1)
- "The exhibition looks at how cultivating land has helped Caribbean communities to feel at home and rooted in the UK." (para. 2)
- "We hope to have unearthed the inventiveness, creativity, and power at the heart of Caribbean gardening ...". (para. 3)

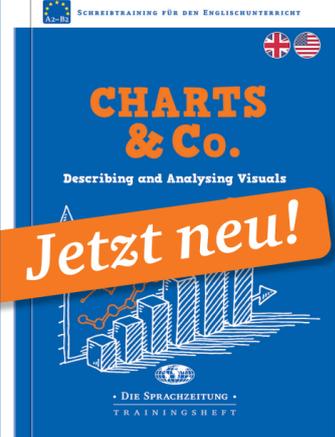
Post-reading

1. Imagine that you are Ras Prince Morgan and you have the opportunity to sit down and talk with Alan Titchmarsh, a British gardener, journalist, and TV presenter.

- You have five minutes to convince him and his team to do a special show on Windrush generation gardens around London. What should he include in the 30-minute TV special? Why, given the Windrush scandal, is it important to shed light on this topic and these gardens?
- Imagine Alan Titchmarsh has agreed to do the TV special. Come up with a catchy title for it.

2. Opinion: Would you like to join one of Earline Hilda Castillo Binger's workshops on gardening as well as learn about her journey from Trinidad to the UK and how she became a nurse in Lambeth?

Why or why not? What do you expect to learn from the workshop, and what do you hope to take away from the experience?



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Sie sparen sich lästige Vorbereitungen, und Ihre Schüler/innen stehen nicht mit leeren Händen da, wenn Sie mit dem Übungsmaterial arbeiten wollen!

Hinweis: Mit dem Aktivieren der Links in diesem Dokument gelangen Sie auf fremde Internetseiten. Wir weisen darauf hin, dass die Carl Ed. Schünemann KG keinerlei Verantwortung für externe Inhalte und deren Darstellung übernimmt. Davon ausgenommen sind Links zu verlagseigenen Webseiten.

Hinweis: Die Zugangsdaten zu Ihrem persönlichen Abo dürfen Sie nicht an Dritte weitergeben.

Answer key

1.

- a) The name Windrush generation refers to the thousands of people from the West Indies who emigrated to the United Kingdom after World War II from 1948–1971.^{1,4} The name Windrush generation comes from *HMT Empire Windrush*, which is the name of the first ship that arrived in the UK with the Caribbean immigrants in 1948. More than 800 passengers, largely men, but also women and children, emigrated to the UK from the Caribbean on that first ship because they were looking for employment and filled post-war UK labour shortages.¹ Some also wanted to escape poverty and oppression and simply start a new life.² They came primarily from Jamaica as well as from various other Caribbean islands, such as Trinidad and Tobago, Barbados, and other Commonwealth countries.^{2,4}

They immediately faced difficulties when they arrived in the UK, and many had to stay in temporary housing set up in an old bomb shelter.¹ They experienced racism and discrimination on various levels. Many of the men had excellent training, skills, and experience but were forced to take lower skill jobs.² They were also discriminated against while looking for new housing and educational opportunities.³ Some businesses even posted “No Coloureds” signs in their windows.³ They were excluded from churches and pubs, faced discrimination while seeking justice, and were targets of racist violence, especially during the Notting Hill and Nottingham race riots in the 1950s.³

The government was also worried about the visible change in ethnic demographics but were reassured because they believed that the darker skinned migrants would only be staying temporarily.³ However, this was not the case because the labour shortages continued and were made worse by British citizens moving away to other Commonwealth countries, like Canada or Australia.²

The 1971 Immigration Act curbed immigration from the Caribbean because only a person who had a work permit and a parent or grandparent born in the UK would be allowed to live in the UK.⁴ The 1971 Immigration Act allowed those who were already in the UK to stay and work indefinitely.⁴

NB: In English, the individual names of ships, planes, and other vehicles are italicised.

- b) Many of the Windrush immigrants became cooks, bus and public transportation drivers, manual and construction workers, and nurses or nursing aides in the newly founded National Health Service (NHS).² They also contributed to the arts and music scene, and they had an influence on the language of post-imperial Britain as well.³

Sources

¹ “Windrush: Who exactly was on board?” by Lucy Rodgers and Maryam Ahmed. BBC. 21 June 2019. <www.bbc.com/news/uk-43808007>, accessed 4 May 2022.

² “How Caribbean migrants helped to rebuild Britain” by Linda McDowell. Windrush Stories. British Library. 4 October 2018 <www.bl.uk/windrush/articles/how-caribbean-migrants-rebuilt-britain>, accessed 4 May 2022.

³ “Windrush and the making of post-imperial Britain” by Harry Goulbourne. Windrush Stories. British Library. 4 October 2018. <www.bl.uk/windrush/articles/windrush-and-the-making-of-post-imperial-britain>, accessed 4 May 2022.

⁴ “Windrush generation: Who are they and why are they facing problems?” BBC. 24 November 2021. <www.bbc.com/news/uk-43782241>, accessed 4 May 2022.

2. Sample points

What was the Windrush scandal?

- The Windrush scandal of 2018 goes back to 2014 when immigration law was changed. People were required to show documentation verifying their legal status to landlords, banks, healthcare providers, employers, and to access benefits. The rules became stricter in 2016.³
- Windrush migrants had to prove that they were continually living in the UK since 1973.³
- Many of the Windrush generation were affected by the law because they had no paperwork. The Home Office gave them permission to stay but issued no documents. In 2010, the Home Office also destroyed the Windrush migrants' landing and arrival records.²
- In response to the scandal, the Home Office relaxed the rules regarding documentation: any evidence (education and work records, bank statements, for example) can be used. The Home Office had previously required four pieces of evidence for each year spent in the UK.³
- As of 2021, the government had evidence that at least 83 Windrush migrants who arrived before 1973 had been deported back to a country in which they had not lived for many years.²

How was it resolved?

- In 2018, news of how the government had treated the Windrush generation was reported and led to a public outcry. Then-Prime Minister Theresa May issued an apology as well as announced an inquiry and plan to pay damages to those who were affected.²
- Very few people have received their payments. Only 20% of the people who are eligible have applied for compensation, and of those, only 25% have actually received it.²
- The inquiry report from 2020 and there is a backlog of cases and not enough workers to manage the caseload, meaning that the end to the scandal is far from over.²

Sources

- ¹ "Amber Rudd: Windrush generation treatment 'appalling'". BBC. 16 April 2018. <<https://www.bbc.com/news/uk-politics-43780621>>, accessed 4 May 2022.
- ² "Windrush generation: Who are they and why are they facing problems?" BBC. 24 November 2021. <www.bbc.com/news/uk-43782241>, accessed 4 May 2022.
- ³ "Windrush: How do you prove you've been living in the UK?" by Reality Check Team. BBC. 18 April 2018. <<https://www.bbc.com/news/uk-43795077>>, accessed 4 May 2022.

3. Individual student answers

- horticulture: garden cultivation, the growing of flowers, fruits, and vegetables
- subsistence gardening: growing crops for your own use only

Reading comprehension

1. Sample answers

- a) Sowing Roots is an exhibition at the Garden Museum in Lambeth (London) that focuses on South London's Caribbean gardens that were built by the Windrush generation. The exhibition tells the stories of 15 people and how their Caribbean roots and horticultural heritage have changed British gardening for the better. On display are photographs, artefacts, and excerpts from interviews. The exhibition idea came after the Windrush

scandal in 2018 and the goal was to show how Caribbean communities have come to feel at home and rooted in the UK through gardening. The exhibit also tries to show the traditions that Caribbean migrants brought with them and how gardening has helped them stay connected to and keep their cultural heritage alive. (paras. 1–4, 10)

- b) Ras Prince Morgan initially planted a garden in south-east London near the edge of playing fields so that he could grow fruit trees to show his children where their food comes from (para. 5).
- c) Although he loves gardening as an art form, for example, in London and Cornwall, he is frustrated because gardening has been portrayed throughout history as a “white”, Euro-centric affair that does not acknowledge the role and positive impact that Africans have played. He points out that these European-led institutions suggest that Africans were never involved. Morgan would like to see this gardening narrative change with respect to the positive contributions Africans have made. (para. 6)
- d) Morgan and Castillo Binger have both had an immense impact on their communities. Morgan was motivated to increase the diversity of gardening in the UK and now grows plants from all over the world, including sugar cane, avocados, bananas, and yams (para. 7). He also runs gardening and educational projects in the community (para. 5). He has more than ten volunteer gardeners, many of whom are also people of colour, who help tend his garden in south-east London (para. 7).

Trinidad-born Castillo Binger is a former nurse who is now a community gardener. She teaches gardening in Lambeth on land that belongs to GP surgeries. She contributes to her community by teaching which plants can cure certain ailments. (para. 9)

2.

Statement	T	F	N
a) The Sowing Roots exhibition at the Garden Museum in Lambeth explores how Caribbean migrants used horticulture to build new lives in the UK.	✓ (§1,2)		
b) Ras Prince Morgan migrated to London as a British citizen when he was six years old.		✓ (§2,4)	
c) The site of Morgan’s garden near a playing field used to be overrun with wildly growing plants before he started cultivating it 16 years ago.	✓ (§5)		
d) The book <i>Old Moore’s Almanack</i> is used by many Caribbean gardeners in London who garden according to moon phases.			✓ (§8)
e) The story of Castillo Binger’s medicinal plant garden is included in the Sowing Roots exhibition.			✓ (§9)

Corrections

- b) Ras Prince Morgan went to London when he was seven years old, but the rest of the statement is true. (paras. 2, 4)
- d) The article only states that Morgan and his mother used the book. (para. 8)
- e) This is probably true but not explicitly stated in the article. (para. 9)

Vocabulary

1. **Solution:** a) E • b) I • c) A • d) B • e) H • f) C • g) D • h) F • i) G

2. Sample answers

The word plays and metaphors link the world of gardening to the migrant experience and identity and to making knowledge about this available.

a) The **Sowing Roots** exhibition at the Garden Museum in Lambeth explores ... (para. 1)

Explanation: This play on words is also a metaphor. The Caribbean migrants sowed seeds to grow plants in their new homes in Britain. They kept their home gardening traditions and used them to build their new lives. They didn't cut their own roots but used them to create new ones and feel at home in the UK.

b) The exhibition looks at how cultivating land has helped Caribbean communities to feel at home and **rooted** in the UK. (para. 2)

Explanation: This play on words is similar to a) and also works as a metaphor. To feel rooted means you have a sense of belonging to the place where you live, like the plants in their garden whose roots firmly connect them with the ground.

c) "We hope **to have unearthed** the inventiveness, creativity, and power at the heart of Caribbean gardening ..." (para. 3)

Explanation: This play on words links the different meanings of the verb "to unearth". In the world of gardening it means finding something by digging into the ground. While still nodding to that meaning, it's used here in its metaphorical sense, meaning that you find new knowledge and discoveries by looking deeper into something.

Post-reading

1. Sample answer

a) Mr. Titchmarsh should do a TV special on the gardens of the Windrush generation of London in order to:

- broaden the horizons of his viewers
- include people of colour gardeners on his show
- shed light on the Windrush generation – a group of people who were mistreated by their government
- engage viewers with a new narrative – that gardening in Britain and around the world is done by many cultures and people who have something to teach us
- show one of the ways that migrant communities build new roots and lives
- show exotic fruits and vegetables being grown in London
- highlight programmes and services of these gardeners to a local audience

b) **Student answers will vary**

2. Student answers will vary