



**LOCAL CURRICULUM
ON GYPSY RECOGNITION
OF THE PROGRAM "HORSEMEN"**

2005



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Programme for the education of Gypsy and non-Gypsy children of extremely disadvantageous situation, on putting them back into society and on improving their chances in life.

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The aim of the subject Gypsy recognition is to introduce the origin, the past, the present of the Gypsy through music, dance and works of art; to offer anything that can help to explore the customs, the feelings and the internal spirituality of the Gypsy people. The recognition of their life, their customs helps us to accept their ethnic characteristics. The teaching of minority recognition is not necessarily based on previous knowledge since some of the students do not have preliminary teaching of this character. As a consequence it is necessary to survey the whole system of knowledge within the system of aims and tasks at the school. The teaching of Gypsy recognition is to offer general and specific knowledge.

The primary tasks of the teachers during teaching Gypsy recognition:

Each of the students (Gypsy and non-Gypsy) gets acquainted with the characteristic features, values of the cultural, ethnographic, musical and life-style inheritance of the Gypsy.

- They get acquainted with the activity of the outstanding Gypsy musicians, sportsmen, writers, poets, people of public life.
- They get informed about the origin of the Gypsy, the ideas on their migration and the cultural effects of these events.
- They get acquainted with the ethic, belief and supposition of the Gypsy. The students get acquainted with the most characteristic results of human culture.
- They be open and understanding concerning the different customs, ways of life, culture, traditions. The students be positive towards the common European values, the ethic and moral standards.

The aims to be reached mean the following significant roles in general:

- respect of the ancestors,
- orientation in the present,
- empathy concerning history and the society,
- competitiveness, performance-centred behaviour ,
- solidarity, respect of law,
- abilities serving the practical enforcement of secular or religious principles

The task of Gypsy recognition and the connected cultural conditions is to make the human culture necessary to reach the aims available. The historic development of the Gypsy society within the society has to introduced on the one hand and the situation characteristic today on the other hand. In order to reach these aims, the requirements for the acquirement of Gypsy recognition the subject offers not only knowledge but human joy as well. During the process of obtaining knowledge on recognition, history, society, state, law increasing importance has to be given for individual learning. It involves the use of libraries, information technology, the means of the media as well. The acquirement of Gypsy recognition gives opportunity for the students to get acquainted with the system of individual and community, minority community and majority community. The contrasts and hostility, the prejudice and intolerance can be treated much easier and there would be a chance to develop co-ordination. Gypsy recognition must have an outstanding role in the development of Gypsy self-consciousness. Gypsy identity has to be strengthened and the settled personality has to realise that he/she is a citizen of equal rights concerning not only the rights but also the requirements. Concerning the aim of developing the personality it is our task to offer true to life acquisition of the ethic content. During the period of recognition concerning history of arts, everyday life the teachers will have opportunity to introduce the ethic categories. While discussing the question of the past the problems of the present will also come up. This procedure can strengthen a responsible behaviour for the society, the minority community and for oneself.

1st part

Topic	Content of studies
1. From the original home to Europe	Origin. The evidence of the resources. The results of archaeology. Linguistic proofs. The theory of the original home. Theories and proofs on the supposed and real proofs. The start of migration and its causes. The Gypsy in Persia and Armenia: separation. Their first settlements. The Gypsy in the contemporary resources. Leaving the Greek territories, the ceasing of the linguistic unity; dialects. The Gypsy in Hungary and in Western-Southern-Europe.
2. Nation and its languages	The different sources give the Gypsy different names and they also call themselves by different names. Indo-European language, effect of Persian, Greek, Armenian, Ossetic, Slavonic, Romanian languages. The linguistic differences of the cognate languages.
3. Life-style and culture	Nomadic way, migration or wandering? Traditional jobs and other activities. Folk poetry, tales, sagas, ballads.
Ideas to know	Original home, resource, findings, archaeology, theory on the original home in India, anthropology, linguistics, theory on the original home in Egypt, wandering tribes, "Radzsput", "Doma", "Bandzsara", caste-system, "Tsati", "Varna", endogamy, biaspora, "Sahmane", (book of kings), Arian, exode, nomadic way of life, migration, "Zotti", "Luri", "Ben", "Phen", "Bosa", "Serdzsuc", "Masalic-Abasar", (way of views), legend of Hermis Saint George, Osmanli, the foundation edict of the Monastery in Prizren, "Agupovi Kleti", slavery, Tartar, the deed of gift of the Monastery in Bistrita, the letter of Ottocar 2nd for pope Hadrian 4th, resource of Brassov, "Baron Oxonaxano", pilgrimage, salvation, letter of recommendation, free pass, document of the Emperor of Lindau, cosmography universalis, document of the town of

	Hildesheim, alms, begging, Cronica novella, pope's free pass number 1, the letter of Emperor Sigismund of Szepesvárlaja to voivod Leslie, 100-year war, battle at Ankara; Indo-European languages, Indo-Arian language, "Veda", vocabulary, linguistic affinity, dialects, multi-lingualism, linguistic union, "Drahida", Sanskrit, Romanian, "Lomavren", "Domari", "Anthingamos", (Cygan, Cigari), "Nawar, "Curbat", "Cratsi"; Nomadic way of life, wandering, smith craft, metal work, fortune telling, occultism, large families (clan), horse-dealer, peddling, gunsmith, brazier, nail-smith, carcass-clearance, scavenger, trough-making, wooden spoon carving.
Important names:	Turner, Pittarn, Sampson, István Vali, Constantinus, Monomahos, Sümon Simeonis, Fidrausi, Hamzaal Izfahal, Bahran Gor, István Dusán, Iván Sismán, I. Dán, Sándor Jó, Ottocar 2nd-Hadrian 4th, Sigismund of Luxembourg, Voivod Leslie, Timur Lenk, Sebastian Nünster, Herman Cornelus, Johannes Ciganus.
Locations:	Northwest India, Sindh, Pandjab, Persia, North-Africa, Syria, Armenia, Manzikelt, Modon, Gyppe, Penopolesos, Naoplion, Corfu, Cyprus, Byzantium, Constantinaples, "Egypt Minor", Caucasus, Asia Minor.
Dates:	millennium 2nd before Christ, centuries 1-5, 5-10 (Persia), centuries 11-13 (Byzantium), 1050 (devastation in Constantinaples), 1068 (Hermit Saint George), 1071, 1402, 1417, 1396, (Nicapol), 1422.
Recommended topics	
<ul style="list-style-type: none"> - The necessities of the nomadic way of life: moving, residing. - The Gypsy among the conditions of slavery. - The Gypsy in the documents of Byzantium. 	
Use of the remaining lessons: practice, intensification, visiting museums, repetition, systemizing. Control.	

2nd part

Topic	Content of studies
4. The Gypsy in Europe in the Middle Ages and Modern Times	Obstacles of pilgrimage, reformation, appearance of edicts against the aim, the news of the Bavarian Chronicle, Persona non grata in Europe.
5. The everyday life of the Gypsy in Hungary until 1849	Their appearance according to the resources; Sigismund of Luxembourg faces the issue that a new ethnic group arrived. The Gypsy in our country in the period of being split into three parts. The situation of the Gypsy in Transylvania. The age of enlightenment. The orders of Mária Terézia and Joseph 2nd. Gypsy politics from 1790 to 1849. Reform Era. New flow from the Romanian principalities.
6. The branches of the Gypsy in Hungary:	"Romungro", "Wallachian Gypsy", "Beas", Gypsy from the Carpathians Foreign effects on the Romani language. The mutual effect of the Hungarian and Romani languages.
7. Culture and way of life	Gypsy in the Hungarian literature. (Stars of Eger). Music, our mutual language. The birth of "March Rákóczi".
Ideas to know:	<p>Reform era, edicts, expulsion, meeting of the empire, persona non grata, intolerance, slavery, age "Fanariota", Per Meditatem Linguae, care for the poor, Gypsy huntings (NRCS), deportation.</p> <p>Serfs of the king, endowing, guild, spies, settling,, taxation, charter, chief voivod, imperium in imperio, enlightenment, serf sites, passport, council of governor-general, diet, "egregius", age of reforms.</p> <p>Loan words, "Bea", "Romungro", "Wallachian", Carpathian Gypsy, stabile and mobile words, culture of nationalities, ethnography, mythology, language of literature, mediatory language, lyric poems, epic works, fast dance, couple dance, dance with sticks, recruiting dance, leader of the Gypsy band.</p>

Important names:	Maximilian 1st, Louis 12th, Ferenc 1st, Aventinus, Mária Terézia, Joseph 2nd, Mihály Barna, József Choli Daróczi, Panna Czinka, János Bihari, Károly Bari, György Rostás Farkas, Menyhért Lakatos.
Locations:	Transylvania, Wallachia, Moldova, Buda (Gypsy town), Szepesváralja, Brassov, German-Roman Empire, Eternal Provinces, Moravia.
Important dates:	1504 (expulsion from France), 1539 (entry forbidden), 1551 (all free passes are invalid), 1526, 1728 (Last Gypsy hunt), 1758 (order on settlement), Mária Terézia, 1761 (New Hungarian name), 1767 (Expansion of the system of jurisdiction), 1783 (orders of Joseph 2nd).
Recommended topics:	
<ul style="list-style-type: none"> - The traces of the Gypsy in the local history - Gypsy masters and guilds - The Gypsy camp goes to heaven (on the history of the age) - The undertaking of the Gypsy during the war of independence of 1848-49 	
Use of the remaining lessons: visiting museums, repetition, systemizing. Control.	

The most important requirements at the

end of the part

Requirements on development	Minimum performance
<p>To obtain information what the possible reasons of leaving the original home might be.</p> <p>To obtain information about the possible route of the migration.</p> <p>To show what kind of effects the migration had on the formation of the linguistic and cultural characteristics.</p> <p>To collect examples, what kind of linguistic and cultural characteristics the Gypsy obtained in each country or empire during a longer stay.</p> <p>To obtain information about the economic activities done during the migration.</p> <p>To show the difference (tools, products, work) between the activity during migration and the period of guilds.</p> <p>To obtain information what the reasons of the rupture of G. into three groups were.</p> <p>To show the route of migration following rupture. To examine the cultural proofs in connection with rupture.</p> <p>To analyse the resources on the Gypsy.</p> <p>To characterise the differences between the society based on economic hierarchy and privileges of nobility and migrating communities.</p> <p>To introduce the reasons the Gypsy explained their with one's own words. migration with.</p> <p>To get acquainted with the free passes helping migration. To analyse the resources referring to the stay in Greece.</p> <p>To analyse the reasons of subsequent migrations based on the historic events of the era, the reasons of looking for home.</p>	<p>To know the possible reasons of leaving the original home and its main events.</p> <p>To show the possible route of the migration on the map.</p> <p>The main characteristics of industry during migration and in the time of guilds.</p> <p>To show the route of the migration of the three groups. To introduce the linguistic, cultural characteristics.</p> <p>To introduce at least one written document on the Gypsy.</p> <p>To introduce the social and cultural characteristics of the Gypsy that are not compatible with the values and standards of the society based on "feudum". Tell the story of a pilgrim.</p> <p>To introduce the content of the free pass of Sigismund, German-Roman emperor.</p> <p>To introduce at least the content of one resource referring to the stay in Greece.</p> <p>To introduce what kind of new stereotypes against the Gypsy the Turkish danger established.</p>

<p>To collect information what kind of knowledge, services the G. could make use of in the fights against the Turkish.</p> <p>To examine what kind of economic factors played role in the fact that the Gypsy found relative subsistence in CE. E.g. protection for the help rendered in building the walls of the town Szeben, for making guns, other metal work.</p> <p>To collect information, data on the life of the Gypsy living in the contemporary Tr.</p> <p>To compare the life of the other groups of society with the Gypsy slave legal status.</p> <p>To compare the reception of the Gypsy in Western Europe with their life in Eastern Europe. To examine what kind of economic, social factors can explain the seclusion of Western Europe, the rigour of law concerning settling.</p> <p>To get acquainted with the determinative hypothesis, theories on the original home.</p> <p>To look for linguistic, cultural, anthropological similarities.</p> <p>To collect data on the research about the Gypsy during a visit to a library. E.g. research of Kamil Erdős.</p> <p>To perform folk songs, other songs.</p> <p>To develop the skills of singing polyphonic songs.</p>	<p>To know the letter of privilege by King Matthias.</p> <p>To introduce an order concerning the reception in Western Europe.</p> <p>To introduce one determinative hypothesis, theory on the original home</p> <p>To introduce the life, the work of a determinative personality searching for the life, the culture of the Gypsy.</p> <p>To sing folk songs, other songs by heart.</p>
<p>To observe different forms of music.</p> <p>To analyse characteristic and outstanding works of art. To recognise and to draft the characteristics of Gypsy fine arts</p> <p>To obtain information on the process of linkage to Christianity; to examine the reasons why it became general only at the end of 20th century that some Gypsy communities made everyday connection with the different churches.</p>	<p>To introduce the styles of folk songs.</p> <p>To recognise at least 3 works (author, title)</p>

Topic	Content of studies
8. The situation of the Gypsy in Europe in the first half of 20th century	The Nazi Germany and the Gypsy. The situation of the Gypsy in the states of axis powers. Concentration camps.
9. The Roma in the civic Hungary - 1849-1945	The effects of civic transformation in Hungary. (Dualism). The information of the census of 1893. Dualistic policy on the Gypsy. The effects of Trianon. The Horthy era and World War Two. The Gypsy victims of World War Two.
10. Research on the Gypsy, characteristics of the use of the language	The significance of research on the Gypsy and the most important personalities. Attempted break-through of archduke Joseph. The role of Romology in the process of becoming a nation. The international figures of Romology.
11. Culture and way of life	The impossibility of the traditional jobs and the acceleration of the assimilation of the Gypsy. The Hungarian literature on the Gypsy (Jókai, Gyula Juhász, Ady, etc.) Gypsy leaders of bands in musical life (Pista Dankó, Poldi Fehér, etc.) "It is not Gypsy music but latest Hungarian music..." Béla Bartók. Moving picture on the Gypsy. Teaching and knowledge.
Necessary ideas:	Nürnberg laws, Anschluss, Ustasha, Dualism, administrative steps, dual society. Gypsy Lore Society, order on trespass, order on expulsion, house of correction, institutions for protecting children's rights, asylum, government commissioner on Gypsy matters, discrimination, prejudice, "every Gypsy has to be considered suspicious" (1938 BM order), identity, wandering industry. concentration camp, deportation, Wehrmacht, Gypsy raid, workers' troops, nazi regime, racial theory, liquidation, capitalist economy, criminal tendency, deviant, SS, Holocaust, kingdom without king,
	bilingualism, diglossia, unique Gypsy literary language, neology, rituals, drama performances, pastime, chachi vorba, marriage proposal, life style groups, chances, inequality, inter cultural teaching, closing up teaching.
Well-known names:	János Ipolysági Balogh, Ferenc Liszt, Ferenc

	<p>Miklósich, György Ihnato, Ferenc Nagy-Idai Szojka, archduke Joseph, János Sándor (minister of the interior), Miklós Horthy, Lombroso Cezára, Sigismund Szent Királyi, Antal Herman, Pista Dankó, Lajos Urbán, Jókai, Gyula Juhász, Ady, Sándor Sára: The Gypsy, Miklós Jancsó: My Innocent Family Killed, Bence Gyöngyösi: Romani Kris, Tamás Almási: Pure Black, Schnieder: The Gypsy, Emir Kusturica: The Time of the Gypsy, Roma Chance Secondary School and Students' Hostel, School of Józsefváros, Special School Kalyi Jag, Secondary School Ghandi, Collegium Martineum, Bárczi Gusztáv Training College for Teacher of Handicapped Children, Social Professional Association, Kurt Levin Fund, Roma Veritas Found</p>
Important locations:	<p>Esztergom (Gypsy site), Szekszárd, Véménd, Szentkirályszabadja, Pécsvárad, Marcali, Sárvár (concentration camps) Auschwitz, Székesfehérvár (extinction), Dachau, Rawernsbrück, Castle of Komárom, Lackenbach.</p>
Important dates:	<p>1850 (Petition to the Monarch), 1890 (census), 1913 (János Sándor), 1916 (BM order), 1928 (Houses of Correction), 1931 (limitation of licence for wandering industry), 1935 (Nürnberg Laws), 1941 (system of nomination), 16. 12, 1942. (start of deportation), 1942-43 (Gypsy raids), 23. 08, 1944. (establishing Gypsy troops), November, 1944 (gathering the Gypsy in H.)</p>
Recommended topics:	
<ul style="list-style-type: none"> - The memories of the family on World War 1 and 2 - Keep in contact with the relatives out of the country - Pista Dankó and Endre Ady (An imaginative talk between the spirit of the Gypsy and that of the Hungarian) 	
Use of the remaining lessons: free talk, visiting museums, absorbing, repetition, systemizing, control, evaluation	

Topic	Content of studies
12. The Gypsy in Europe after 1945	Demographical data of the Gypsy and geographical locations. The situation of the Gypsy in W.n Europe. Life in the countries of Eastern Europe. (integration of the Gypsy). The Gypsy after the change of the regime. The groups of the European population in our days.
13. The Hungarian Gypsy from World War 2 to our days	The judgement on the Gypsy in the Communist dictatorship. The participation of the Gypsy in the transformation of the society. The information of the 1971 sociological survey. The change of the regime. The proportion of the Roma their locations in 90s. The way of the future (assimilation or integration).
14. Language and way of thinking, sociography, mass communication	Use of language. The Gypsy in the analysis of social science. The judgement of the Gypsy in the electronic and printed media. The activity of the Roma intellectuals in forming the nation.
15. Way of life and society	The multiplicity of Roma way of life, problems of defining. Religion and spiritual culture. The Roma in the majority society.
Important ideas:	change of population, quota system, "iron curtain", communist era, theory of Marxism-Leninism, national minority, ethnic, one-party system, half-nomadic, raid, schooling, illiteracy, securitate, separated schools, camp permitted by the authorities (England, 1968), Committee of Human Rights of UNO, European Union, European Conference on Safety and Collaboration, Warsaw Pact, NATO, Opre Roma, program for settlement arrangement (Romania),
	councils, wandering Gypsy, organisations of home affairs, system of identity cards, black colour identity card, racial discrimination, Cultural Association of the Hungarian Gypsy, fraction of nation, decisions of the Central Committee and Political Committee of the Hungarian Socialist Workers' Party, social seclusion, reform on land, industrialisation, urbanisation, regions, assimilation, integration, change of regime, parliamentary democracy, market economy, association, fund, compatibility, unemployment, collective minority rights, minority self-government, ghettoise, black train, ombudsman, use of the

	language, limited code, mass communication, media, press, sociography, ethnic "labelling", minority and alternative media, minority identity, Internet suppositions, discrimination, night-watch, 100 member Gypsy band
Necessary names:	Xoraxane Roma (Turkish Gypsy), Ceaucescu, János Kádár, Sinto, "Rom", Manouche, Kale, Cigano, Kajderas, Csurári, Rudas, Gypsy, Anglo-Roman, András Kálmán, Kamill Erdős, Mária László, Lungo Drom, Phralipe, Roma Civil Rights Fund, Ariadne Association, Amalipe, Roma Parliament, Flórián Farkas, Béla Osztojkán, József Raduly, Imre Furman, Aladár Horváth, Antónia Hága, Tamás Péli, Zsolt Csalog, Soros Foundation, Amaró Drom, Rom Som, Magazine Patrin, Half an Hour Talk Show with Gypsies, Roma Press Centre, Roma Page...
Important locations:	The Soviet Union, countries of Eastern Europe, Hungary: Pánd, Szolnok, Brussels, Strasbourg, Maastricht, Schengen.
Important dates:	1956, 1957-61 (Cultural Association of the Hungarian Gypsy), 1969 (Romania: separate schools) 1968 (England: law ensuring camp site), 1977 (Committee of Human Rights of UNO), 1989-90, 1993 (Maastricht), 1994 (Electing minority self-government)
Recommended topics	
<ul style="list-style-type: none"> - The Roma and sports - The history of the 100-member Gypsy band - The everyday life of the Gypsy after the change of the regime (personal and family experience) - Imaginative wandering in the wonderful India (film, music, guide-book) 	
Use of the remaining lessons: free talk, absorbing, repetition, systemizing, control, Visiting museums	

The most important requirements at the

end of 2nd part

Requirements on development	Minimum performance
<p>Analysing the changes and the causes of the changes in literary description of the Gypsy. Analysing human relations, behaviour in the works. Make an imagined or a real report with one of the creators, authors about their works, life. Based on the works form an independent opinion how the poets of the Gypsy evaluate their "state of being an outcast". (József Ch. Daróczi: Rom san, Károly Bari: You believe, György Rostás F.: Testamentum) Analyse how the missionary zeal for the Gypsy appear in the works, examine what kind of tools of literature the authors use to express their ideas. Follow the TV and radio programs regularly, read the articles of at least one G. magazine. Get acquainted with the economic factors that resulted in the significant unemployment among the G. The obstacles of becoming independent: lack of knowledge, money and experience. Get acquainted with the measures taken in order to decrease unemployment, to help people start a venture and the ways of civil assistance.</p>	<p>Independent reading of a significant piece of world literature on the Gypsy.</p> <p>To read at least one passage as compulsory literature (E.g. Menyhért Lakatos: Those who wanted to live, Béla Osztojkán: Nobody to pay for Jóska Átyin)</p>
<p>Show which nations have got fate similar to the Gypsy. Analyse what kind of battle some nations fight for their independence. Get acquainted with the structure, the operation, the activity and the leaders of the National Gypsy Minority Self-government established in 1994. Find examples how the NGMSG helped to solve the problems of the Gypsy. Get to know the main characteristics of the accepted activity programs worked out by the national GMSG. Get</p>	<p>List the ethnic minorities in Hungary, introduce one of them</p>

<p>acquainted with the different depiction of the Gypsy. Based on the different historic and linguistic resources determine the possible period of the appearance of the Gypsy in H. To interpret the measures in connection with the Gypsy taken by Mária T. and Joseph 2nd. To interpret the effects of the orders (e.g. losing the language, limitation of the resources of subsistence, forbidding wandering, the awkwardness of the attempt realising the settling by administrative measures). Analyse the suggestions, published in the press for the solution of the "Gypsy problem". Find explanation for the mutual reasons of the majority society and the Gypsy readiness to act for liberty.</p>	<p>To know some significant Gypsy depiction of art history. To introduce one written document on the Gypsy appearance in Hungary.</p> <p>To know about the orders limiting wandering of the Gypsy and annulling their culture.</p> <p>Interpret the merits of the Gypsy in 1848.</p>
<p>To interpret the content and the effect of the petition. Analyse how the large-scale industry superseded and devaluated Gypsy wandering industry. Analyse which ideological, economic, social factors caused the greatest horror of 20th century. Collect information in one's surrounding who became the victims of devastation. Remember the horror of Holocaust, respect the memory of the victims. In the knowledge of the fact that lots of the Gypsy do seasonal job in fields form independent opinion in connection with offering land for the Gypsy living in villages. Study which were the aims, the tasks that played role in the establishment of the Hungarian Gypsy Minority Association, which factors caused its disintegration. Make conclusions on the, change of the regime and the cultural autonomy of the Gypsy. Get acquainted with the civil organisations, people taking part in the cultural break through.</p>	<p>Interpret the petition on the national endowment with equal rights. Interpret the crisis of the Gypsy handicraft.</p> <p>Be able to tell the about the devastation of Holocaust with one's own words.</p> <p>Be able to tell the aims, tasks of the Hungarian Gypsy Minority Association with one's own words. Introduce an organisation a leader attractive to you.</p>