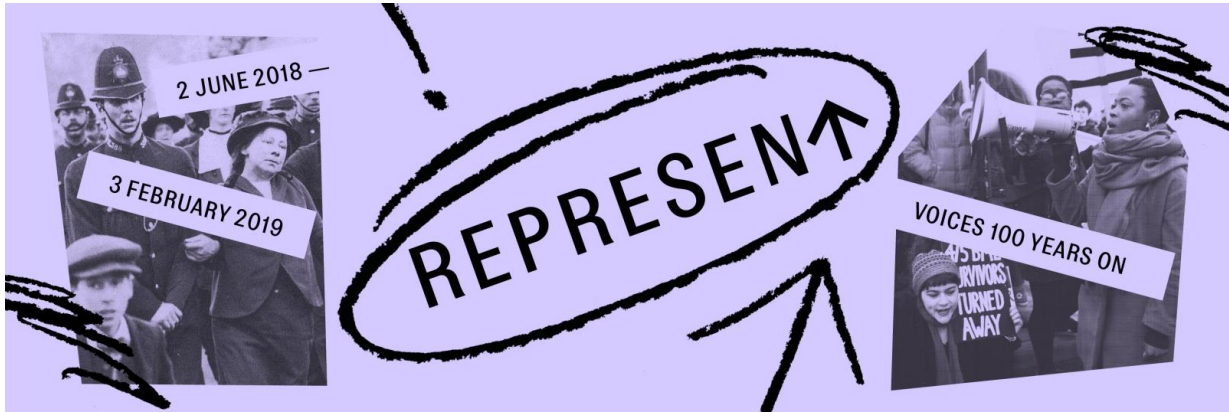


**Key stage two Representation Trail**  
**People's History Museum Main Galleries- Teacher's Notes**



This trail is designed to highlight stories and themes in the main galleries that link to the temporary exhibition *Represent! Voices 100 Years on*, on the ground floor.

- Each of these sections can be completed in any order.
- If time is limited you can choose a selection of sections to complete.
- Each section is broken up into **Discuss, Find, Do** and can be completed in small groups, pairs or individually.
- Clues will help you with the harder to find answers by referencing the location from the gallery map (pages 8 and 9 of this resource and also available at the museum Info Desk during visits).

**Students will learn:**

**History**

- Gain an understanding of Britain's past
- Think critically, weigh evidence, sift arguments and develop perspective
- Understand the complexity of people's lives, the process of change and the diversity of societies

**British Values**

- Learn about the democracy, the rule of law, individual liberty and mutual respect

**English**

- Use discussion in order to learn
- Demonstrate speaking, listening and debating skills
- Acquire new vocabulary

## Main Gallery One: first floor

### Discuss

1. What does it mean to vote?

An official / formal way to show your opinion or choice

2. Can you think of an example where people can vote?

e.g. School council, general elections, X Factor

### Find

Find the cartoon **The Appeal of Starvation and his family to the Sinecurists**, 1816.

*Clue: entrance to gallery*

3. What differences can you see between the rich and the poor people?

Rich	Poor
<p>Well dressed Smiling Clothing has bright colours Clean and tidy appearance Well fed</p>	<p>Sad Starving Old, torn clothing Sunken eyes Begging</p>

### Do

200 years ago, very few people in Britain had the right to vote.

4. Spin the **Wheel of Fortune**. Which of these people could vote in 1819?

Name	Vote? Yes / No
William Hulton	Yes
Elizabeth Wareing	No
Tom Shelmerdine	No

### Main Gallery One: first floor

#### Discuss

The people you will discover in this section all tried to make the world a fairer place.

1. What do you think would make the world a fairer place?

Add your ideas inside the globe:



#### Find

2. What was the name of the newspaper that was hidden in coffins?

*The Poor Man's Guardian*

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3. What job does a guardian do?

Protects people

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4. Why were they hidden in coffins?

Coffins would not be searched by government agents

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#### Do

5. Look at the cartoons near the **printing press**. At a time when many people could not read, cartoons were a way of reporting on important events of the day, like a news report.

Think of something that has happened to you recently. Draw a cartoon here showing what happened:

This could be something personal such as receiving an award at school or helping a relative with a task. For a more advanced question, discuss an event the students have seen on the news.



## Main Gallery One: first floor

### Discuss

1. A school council works like a trade union. What sort of things is your school council is responsible for?  
e.g. changes to school uniform, introduction of new sporting opportunities, support teams for bullying
- 

2. A trade union represents people who work. What things might working people want to change about their jobs?  
e.g. better pay, being forced to leave their job, parenting rights
- 

### Find

3. Find the **oldest trade union banner** in the world.  
*Clue: secret societies*

Draw two symbols you can see on the banner in the boxes below.  
What do you think they mean?

Bundle of sticks – strength  
in numbers

Union flag – patriotic

Scales – justice

All seeing eye of god –  
religious

### Do

4. Role Play.

Everybody does the same job, but you find out that some people are paid £5 and others are paid £10. You are meeting with your boss to speak about why this is not fair.

In small groups or pairs, discuss your reasons for why you should all get paid the same (use the space below to make notes).

Take it in turns to put on the top hats and give your reasons on behalf of the workers.

Notes: There is space for this activity in the skilled workers section (see map)

e.g. you share the same skills, work very hard, have the same experience, you have earned it

## Main Gallery One: first floor

### Discuss

Many of the people in this section were brave for standing up for what they believe in.

1. Why might some people be scared of standing up for what they believe in?

eg. Other people might disagree, it might get them in trouble

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### Find

2. Choose one person in this section who was brave.

e.g.

Hannah Mitchell – campaigned for votes for women and went to prison for it.

Arthur Dugdale – a soldier in world war one

3. Give an example of a time when you were brave?

e.g. stood up for a friend, faced a fear, did something new

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4. Find the object case opposite **Hannah Mitchell's kitchen**.

*Clue: Votes for Women*

Draw the most interesting object here:

4. What is it?

Encourage the group to guess before looking at the label

5. Who might it have belonged to?

Be creative

What kind of person would own an object like this? Why would they own it?

### Do

6. Locate the following places on the map of Britain.

*Clue: Booming Industry*

Tick them off once you have found them

☐ Manchester

☐ Wales

☐ London

☐ Scotland



## Main Gallery Two: second floor

### Discuss

1. Look through **Gabrielle's suitcase**. Why do some people move from one country to another?

*Clue: migration*

eg. to join family, for a job, to escape war

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2. Find the 'Lets Beat Racism Together' poster from 1984.

*Clue: Equality*

What things can you do to stop racism?

e.g. not judge people on their appearance, learn about other cultures, be friendly to everyone.

### Find

3. Complete this sentence.

From 1948 people moved from the Caribbean. During the 1960s and 1970s a second wave of immigration occurred this time from the Indian subcontinent.

4. Why did these people move to Britain?

To fill jobs

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### Do

5. Use the space below to draw and label three things would you take with you if you were moving to another country.

(You do not need to take money, people or furniture.)

Encourage the group to think of items that tell something about themselves and their identity rather than practical items:



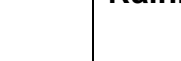
- Photograph of friends and family
- Religious clothing
- A diary
- Book
- A hobby e.g. a game, football, art materials
- Your favourite food

## Discuss

- e.g. you get a variety of opinions, you might learn new things from each other, it's fun

- e.g. basket, till, food is kept behind the counter, scales, packaging

3. Draw the following symbols in the boxes. What do they mean?

 <p>Bundle of sticks</p>	 <p>Clasped Hands</p>	 <p>Rainbow</p>
Meaning: stronger together	Meaning: friendship	Meaning: international cooperation

4. Work together to build the bridge using the blocks provided.

Draw the arch below and add the message

<p>Front</p> <p>United we stand</p>	<p>Back</p> <p>Divided we fall</p>
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## Strength in numbers



# Main Gallery One

First Floor

To 1945

- Revolution
- Reformers
- Mini Theatre
- Workers
- Voters

Suggested Visitor Route





# Main Gallery Two

Second Floor

From 1945

Citizens

Banners

Textile Conservation Viewing Area

Time Off?

Suggested Visitor Route

