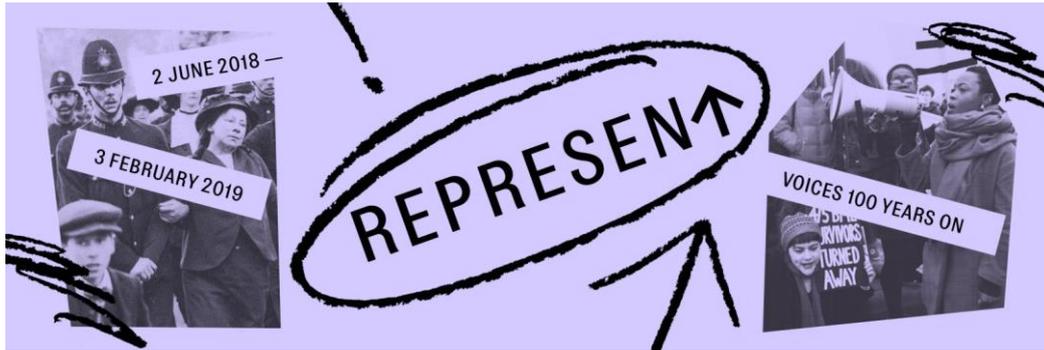


# Key Stage 3 Representation Trail

## People's History Museum Main Galleries



This resource 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
- To be completed as you go around the main galleries

1. Find a 'radical hero' who identified as:

	Who are they?	What did they do?
<b>Working Class</b>		
<b>Female</b>		
<b>Black, Asian or minority ethnic</b>		
<b>LGBT+</b>		

2. Many people have been left out history because of prejudice against how they identify. Which stories are missing or underrepresented in of our galleries?

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## REVOLUTION (red section)

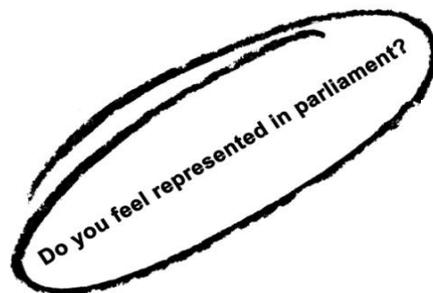
### Main Gallery One: first floor

1. Find evidence to support the following statement.

Two hundred years ago Britain's political system was corrupt and controlled by a few rich men.	
Draw a relating object here ...	How does the object support the statement?
	

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

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



Yes

No

3. What does parliament do?

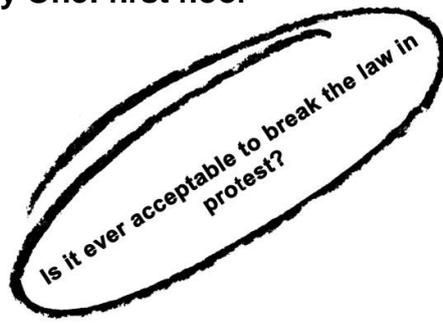
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4. What would make it more representative?

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REFORMERS (green section)

Main Gallery One: first floor



Yes

No

1. Explain your answer

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2. Find an example from this section of a group that used violent protest

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Chartism is known as the world's first working class movement. It demanded suffrage (the vote) for all men and political reform.

1. Describe what it means to vote:

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3. What were the chartist's demands and what do you think they mean?

1.	
2.	
3.	
4.	
5.	
6.	

## WORKERS (blue section)

### Main Gallery One: first floor

Find the **Tin Plate Workers banner**, 1821. It uses symbols to celebrate the society's core values.

1. Draw three symbols you recognise and label them with their meaning:

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2. What is a trade union?

*Clue: look in the Skilled Workers section*

3. Find this radical hero:

<b>Annie Besant</b>	What did they do?
An interesting fact:	

4. What was life like for Home Workers who did not have representation in the work place?

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## VOTERS (purple section)

### Main Gallery One: first floor

1. Find evidence to support the following statement...

Queen Victoria believed that women shouldn't vote. Thankfully some people disagreed with her.

Draw a relating object here ...

How does the object support the statement?



2. Find a political poster that is attempting to appeal to female voters.

*Clue: look near the Joan Davies' sitting room*

Draw the poster and label its key features here:

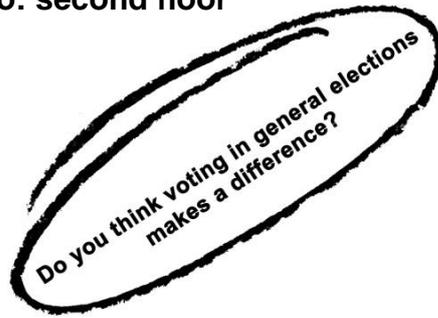
Draw the poster here:

What is its message?

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## CITIZENS (pink section)

### Main Gallery Two: second floor



Yes

No

1. Explain your answer

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2. What do you imagine life is like for people in countries where you cannot vote?

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3. Post 1945, what actions did the government take to improve people's lives?

Improvements to:	Action:	An object that supports this:
Employment		
Living conditions		
Health		

4. Find one example of a strike and complete the following questions:

Who?	What?	When?	Success?

## CITIZENS (pink section)

### Main Gallery Two: second floor

1. Find evidence to support the following statement:

Society isn't equal, though it is much more equal than it was. People have had to fight hard to achieve change both in societies' attitudes and government legislation.

Draw the relating object here ...



How does the object support the statement?



Yes

No

2. How can you fight against misrepresentation?

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3. Find a slogan by someone who has campaigned for equality.

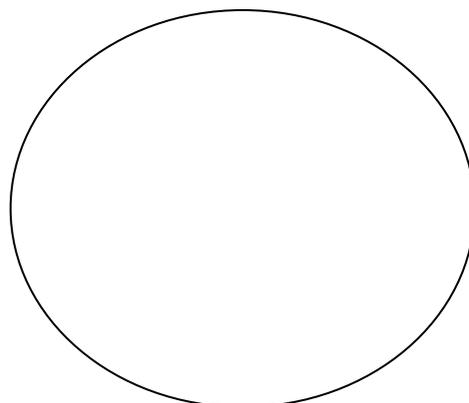
Write it here: \_\_\_\_\_

What do you think it means?

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4. Copy the design of your favourite protest badge on display in this outline:

5. Who might have worn it?



## Banners (white section)

### Main Gallery Two: second floor

Find the banner that interests you most. Draw the banner and label the key features here:

Draw the banner here:

