

## Key Stage 3 Representation Trail

This resource is designed to highlight stories of individuals and groups who have been under or miss represented in the past and show how they stood up for their rights.

**If there is a group session taking place in one area of the gallery please move on to the next area and come back later. Thank you.**

1. As you go round the museum, 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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## Main Gallery One: first floor

- 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?
	

- 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

☐

- What does parliament do?

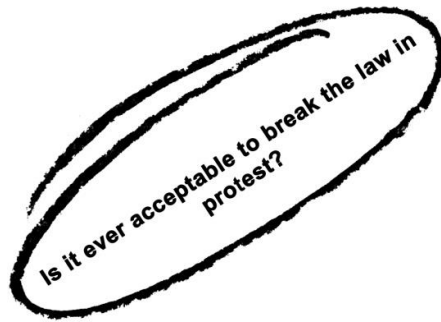
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- What would make it more representative?

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## REFORMERS (green section)

### Main Gallery One: first floor



Yes

☐

No

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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.

3. Describe what it means to vote:

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4. 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*

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3. Find this radical hero:

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



4. Play the digital game: **A Day in the Match Factory**. Have a go at packing matchboxes as quickly as you can to earn money.

Circle the fines you remember receiving and label what the symbol means:



## 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*

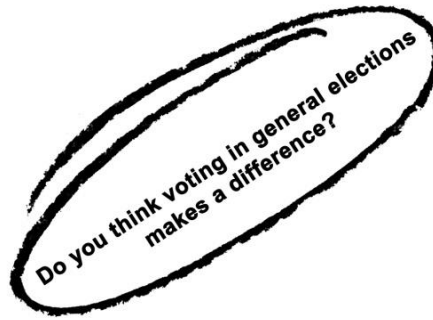
Draw the poster and label its key features here:

Draw the poster here:

What is its message?

## 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		

## CITIZENS (pink section)

### Main Gallery Two: second floor

- Find the Grunwick strike displays in the strike section and complete the table

Who was on strike?	What were they striking about?	When did the strike happen?	Was it a success?

- Use the digital screen to search for the leader of the strike, **Jayaben Desai**. What words would you use to describe her?

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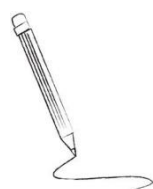


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- Find evidence to support the following statement:

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?

## 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: