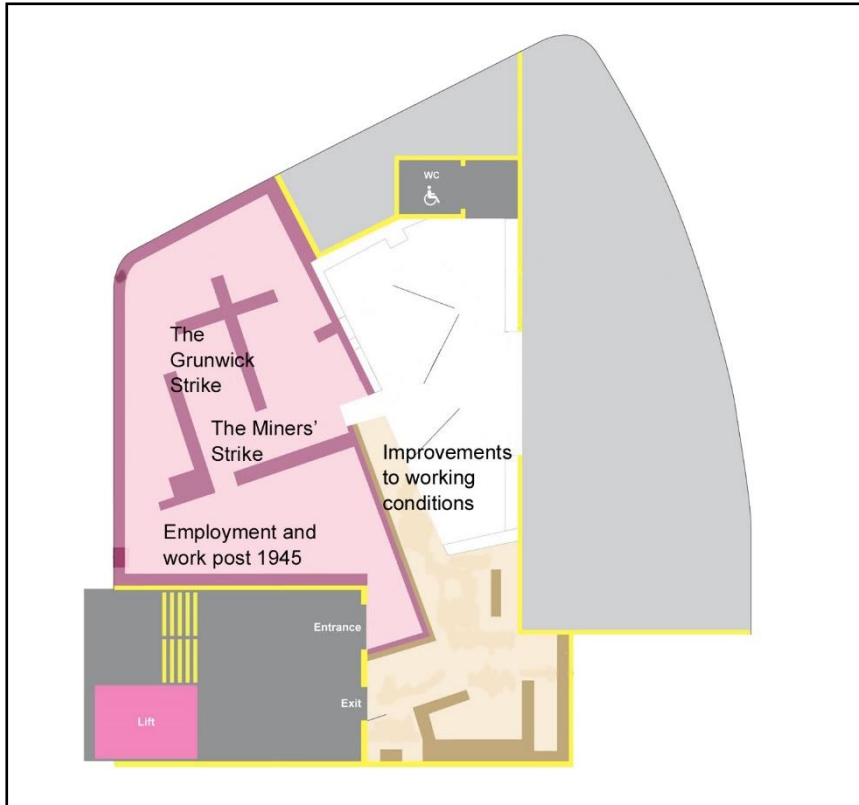


Main Gallery Two map



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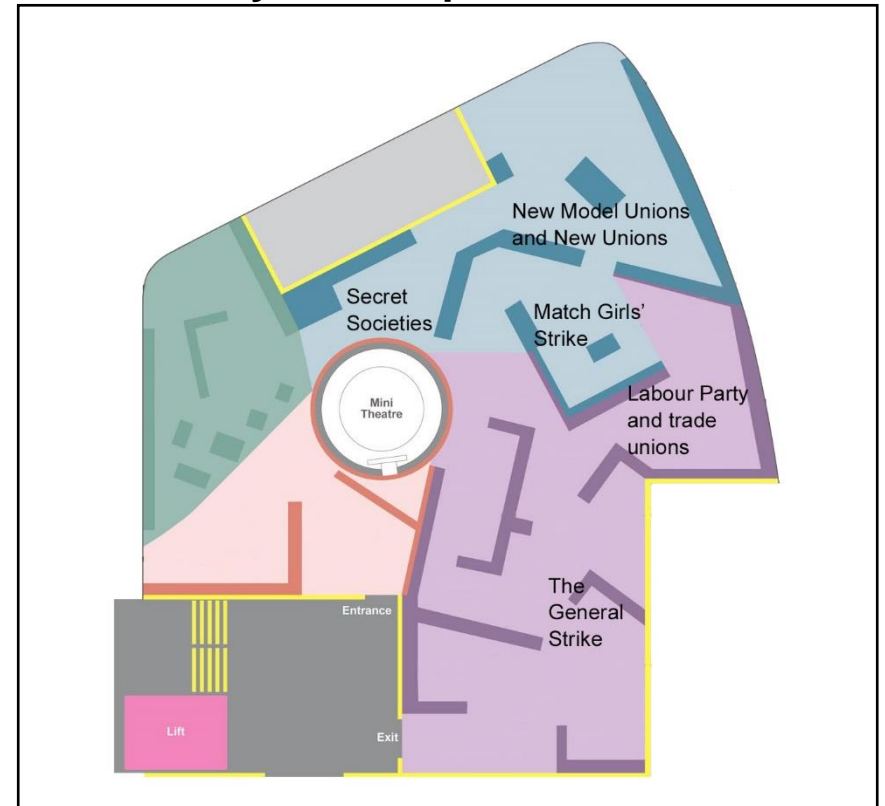
Closed: 24, 25, 26 Dec, 1 Jan



Key Stage 4 Power and the People: trade unions and workers' 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.

Main Gallery One map



Main Gallery One

Secret societies

Trade societies were formed by craftsmen in small workshops. They are also known as secret societies.

Find: **The Swan Inn pub**

1. Look through the window and draw three objects you can see. Label each one explaining why it is there.

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2. Why do you think these societies were made illegal?
3. Why were women, migrants and children refused entry?

Human Rights

36. Think of six things you need to be safe, happy and respected at work or in school.

-
-
-
-
-
-

Improvements to working conditions

Find: the **Sunderland Employers banner, 1871**

People often worked a 16 hour day during the Industrial Revolution. This banner celebrates the introduction of the nine hour day for engineers.

34. Think about the arguments for and against a shorter day. Make notes below.

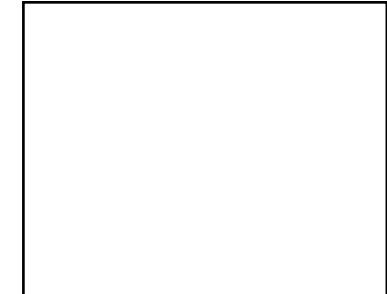
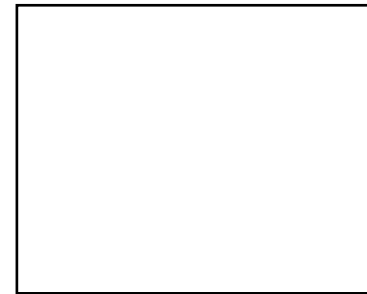
Reasons for working a longer work day	Reasons for working a shorter work day

35. Think about what you know about working conditions in 21st century Britain.

What improvements have been made over the last 200 years?	What problems do some workers still face?

The **Tin Plate Workers Society banner, 1821** is the oldest surviving trade union banner in the world. It shows how societies used symbols to communicate their core values.

4. Draw two symbols you recognise and label them with their meaning:



5. How might this banner be used to show that trade societies were not looking for revolution?

Look up to the left and find the cartoon **Print of Trade Society, 1834**

6. How does this depict trade societies leaders?



Find: **The Tolpuddle Martyrs** section

In 1834 a group of six farm workers were arrested and sentenced to seven years transportation under the Unlawful Oaths Act.

7.

Why did this happen to them?	
What was the outcome?	
Why do you think this is significant?	

Look at the crowd in the **Copenhagen Fields meeting, April 1834** image on the wall.

8. What does this tell you about the public response to the farm workers' sentence?

The Miners' Strike, 1984 – 1985

30. Why did the miners go on strike between 1984 and 1985?

Find: the **She Was Only Trying to Help** poster, 1984

31. What is happening in the image?

32. What does it tell us about the role of the police during the Miners' Strike?

This image was only published by one national newspaper at the time.

33. Why might newspapers decide not to print the photograph?

The Grunwick Strike, 1976 – 1978

27. In 1976, workers went on strike at the Grunwick film processing factory in London.

Who led the strike?	
What were the workers' grievances?	
What support did the strike receive?	
What was the outcome of the strike?	

Many believe the strike to be a very important event in trade union history.

28. Considering the outcome, why do you think that might be?

Use the digital screen to look for images of the strike.

29. What words would you use to describe the strike?

New Model Unions and New Unionism

9. Find definitions for the following:

trade union	new model union	new unionism

10. Why were unions only open to 'skilled workers' in the mid 19th century?

11. What kind of protest did 'unskilled workers' begin to use to bring about change?

12. Explain what union leader John Burns might have meant by 'The labourer has learned that combination can lead himself to anything and everything.'

13. Find: **Pudding vs Principle, December 1889** print

Type What is it? When was it made?
Content What does it show?
Provenance Why was it created?
Inference Is it a positive or negative source? What can we learn from it?
Conclusion Can it be trusted as a true reflection of events? Explain your answer:

Protests through the 1970s ended with the Winter of Discontent in 1978 - 1979 in response to the Labour government's cap on wages.

22. What impact did the protests have on people's everyday lives?

This **Labour Isn't Working** poster was part of the Conservative Party's winning general election campaign in 1979.

23. Label the image identifying what is effective about its message and how it might have been used to win the election.



Main Gallery Two (map on the back page)

Employment and work post 1945

24. What was the aim of the 1945 government relating to employment?

25. How did they attempt to achieve their aim?

Find: the **New Mining Apprenticeship Scheme, National Coal Board poster, around 1965**

26. List three ways in which this poster attempts to appeal to young people:

-
-
-

Match Girls' Strike, 1888

14. Find: **Annie Besant**

What protest was she involved in?	
What were conditions like in the factory?	
Who were the workers?	
What was Annie Besant's involvement?	
What was the outcome of the strike?	
Why was the outcome significant?	

Labour Party and trade unions

Find: **Keir Hardie's lamp**

Hardie would one day become the founder of the Labour Party. As a child he worked in a mine.

15. What does this object show us about the need for trade unions?

Find: the **first minutes of the Parliamentary Labour Party, February 1906** meeting. They include issues such as trade disputes, mines regulations and old age pensions.

16. Reflecting on these issues, what was the significance of this new political party for workers?

Find: the **Whips for Labours Back poster, 1906**

17. What was the **Taff Vale** decision in 1903?

18. What does the poster tell us about the Labour Party's stance on Taff Vale?

The General Strike, 1926

19. What was the General Strike, 1926?

20. Find a definition for '**Lock Out**':

21.

Who	What was their involvement in the strike?	Find an object to support this and explain why you chose it.
The workers		
Trades Union Congress (TUC)		
The government		
The public		