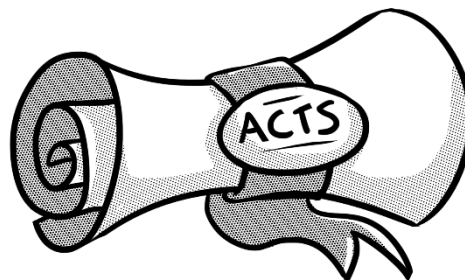


PiXL Spine – History – Freedom and Rights

TASK 1 – Thinking points

- Define 'freedom'.
- Define 'right(s)'.
- Identify the freedom and rights you hold.
- Why do you hold these freedoms and rights?
- Identify the freedom and rights you do not hold.
- Why do you not hold these freedoms and rights?
- To what extent do you think the freedoms and rights you hold are fair?



Challenge

Who is denied their freedom and rights? You could think of examples from history, our own society, or from around the world. Whether in the past or present, why are people denied their freedom and rights? Identify at least three causes.



TASK 2 – Empathy

Read **Box 1 – The Middle Ages**. Imagine that you were a villen in the Middle Ages. Identify and record at least three emotions you might have felt. Make sure you use ambitious vocabulary. You must be prepared to explain why you have chosen each emotion.

TASK 3 – Source analysis

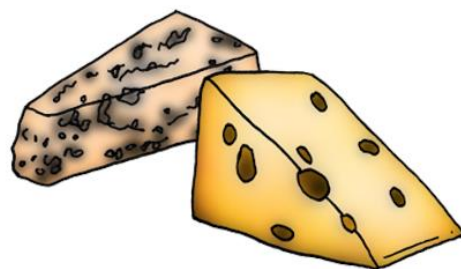
Read **Box 1 – The Middle Ages**. Now read Source A and answer the following question. What can you learn about the freedom and rights of people in the Middle Ages from Source A?

Source A – From the poem *Piers Plowman* by William Langland, a 14th-century priest

I have no penny to buy pullets,
nor geese nor pigs, but [I have] two green cheeses,
a few curds of cream, a cake of oatmeal,
two loaves of beans and bran, baked for my children;
but I have parsley and pot of herbs and plenty of cabbages,
and a cow and a half.

This is the little we must live on till the Lammas season.

Poor folk in hovels,
charged with children and overcharged by landlords,
what they may save by spinning they spend on rent,
on milk, or on meal to make porridge.



Challenge

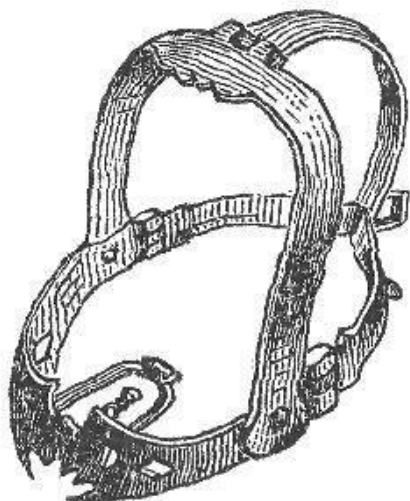
To what extent can you rely on Source A when learning about the freedom and rights of people in the Middle Ages?

TASK 4 – Inference and investigative thinking

Read **Box 2 – Women in the Middle Ages**. Now study Source B. It is an image of a scold's bridle. During the Middle Ages women could be made to wear a scold's bridle as a punishment. Discuss and consider the following:

- How was a scold's bridle used?
- Why was a scold's bridle used as a form of punishment?
- In what ways did a scold's bridle punish a woman?

Source B – An image of a scold's bridle



TASK 5 – Source utility

Read **Boxes 1 – 6**. Study Source A and Source B and answer the following question:

Which source is of greater use when learning about the freedom and rights of people in the Middle Ages? You may also use your own knowledge.

Support

Source utility questions can be challenging. Use any and all of the support materials below – top tips, writing frame, word bank – to help you answer the question successfully.

Top Tips

- **All** sources are useful – sources are useful as we can **always** learn something from them. Firstly, we therefore think of the question – what can one learn from the source?
- However, we must also note and check what we have learnt. Equally, we may need to identify what we have not learnt from the source.
- So, secondly, to judge the utility of sources we also need to assess if they are:
 - accurate or inaccurate (we can use our own knowledge to help assess this)
 - complete or incomplete (we can use our own knowledge to help assess this)
 - reliable or unreliable (we can use our own knowledge as well as NOP to help assess this).

Writing Frame

Introduction <ul style="list-style-type: none"> ▪ Signpost sentence ▪ Judgement 	Conclusion <ul style="list-style-type: none"> ▪ Signpost sentence ▪ Explained judgement
Middle Paragraph 1 <ul style="list-style-type: none"> ▪ Signpost sentence ▪ PEE – It is useful because... ▪ PEE – However... (are there any limitations?) ▪ Integrate own knowledge ▪ 	Middle Paragraph 2 <ul style="list-style-type: none"> ▪ Signpost sentence ▪ PEE – It is useful because... ▪ PEE – However... (are there any limitations?) ▪ Integrate own knowledge

Word Bank – Language of utility and reliability

perhaps	accurate/inaccurate	less/more complete
it is likely/unlikely	trustworthy/untrustworthy	less/more convincing
it is probable/improbable	one-sided/balanced	lessened/increased

Challenge Checklist

- ☐ Ensure you identify and analyse inferences from both sources.
- ☐ Pack in specific and detailed knowledge of your own.
- ☐ Use the 'language of reliability and utility' when analysing the possible limitations of sources.

TASK 6 – Language and research

Read **Box 4 – Parliament**. Research – find out the origin of the word 'parliament'. How does the origin of the word help explain the role of Parliament?



TASK 7 – Critical thinking and forming an opinion

Read **Boxes 2 – Women in the Middle Ages** – and **12 – Rights for Women**. To increase their freedom and rights, the Suffragettes undertook a number of actions. Study Source C to learn about these. Form your own opinion about these actions and record it on a judgement line. You must be able to support and explain your opinion.

Judgement lines

A. To what extent do you agree with the actions of the Suffragettes before 1910?



B. To what extent do you agree with the actions of the Suffragettes after 1910?



Source C – An extract from a 20th-century school worksheet



Actions of the Suffragettes before 1910

- A. chaining to railings
- B. banners
- C. processions – e.g. 300,000 suffragettes joined a march to Hyde Park
- D. chalking – e.g. Emma Sproson wrote a Suffragette message in chalk on the pavement in 1907
- E. photo opportunities
- F. newspapers – e.g. the Suffragettes published a weekly newspaper, *Votes for Women*

Militant actions of the Suffragettes after 1910

- A. breaking street lamps
- B. filling keyholes with lead pellets
- C. burning golf greens and cricket squares with acid
- D. clipping telegraph and telephone wires
- E. hacking and slashing paintings – e.g. Mary Richardson slashed the painting *Venus*
- F. arson – e.g. several racecourse stands were set on fire
- G. smashing windows – e.g. 1912, Emmeline Pankhurst smashed windows at 10 Downing Street
- H. bombs – e.g. a bomb was placed near the Bank of England
- I. attacking MPs and magistrates
- J. An axe was thrown at the prime minister.
- K. martyrdom? E.g. death of Emily Davison at the Epsom Derby, 1913

TASK 8 – Independent research and note taking

Read **Boxes 8 – Race** – and **14 – Racial Equality**. You may have heard about the Montgomery Bus Boycott in the USA, but have you ever heard of the Bristol Bus Boycott in Great Britain?

Using the websites listed below, carry out your own independent research about the Bristol Bus Boycott. Make your own notes recording the following:

- A. When did the Bristol Boycott take place?
- B. What was the main cause of the Bristol Boycott?
- C. What was the main event of the Bristol Boycott?
- D. What was the main effect of the Bristol Boycott?
- E. In no more than 20 words, what is your personal reaction to the Bristol Bus Boycott?

- <https://www.blackhistorymonth.org.uk/article/section/bhm-heroes/the-bristol-bus-boycott-of-1963/>
- <https://www.bbc.co.uk/news/magazine-23795655>

TASK 9 – Categorising and forming a judgement

Read all 14 information boxes. The economic, political and social freedom and rights of people in Great Britain have changed over time.

1. Categorise the changes to show when the:
 - a. economic freedom and rights of people changed
 - b. political freedom and rights of people changed
 - c. social freedom and rights of people changed.

You may also find that some of the changes fall into more than one category.

2. What was the area of greatest change for the freedom and rights of people in Great Britain between c.1000 and c.2018? Explain your answer.

Challenge

The very best answers will consider and define what is meant by the 'greatest' change. Using the word bank below to help, how are you going to define 'greatest' change throughout your response to the question?

Word Bank – Ways to describe change

Size of Change	Type of Change	Significance of Change
considerable great large major marginal minimal minor negligible slight small	critical contributing drastic expected key landmark main radical revolutionary pivotal	comprehensive empowered enduring insignificant facilitated far-reaching long-lasting served as a catalyst to short-lived significant

INDEPENDENT/HOMEWORK TASK

Independent research and presenting an interpretation

The freedom and rights of children changed dramatically between 1800 and 2018. The work of four philanthropists was critical in both instigating and securing lasting changes to the freedom and rights of children.

1. Carry out independent research about the four philanthropists:

Benjamin Waugh

Lord Shaftesbury

William Booth

Thomas Barnardo.

2. In your own words explain how each changed the freedom and rights of children in Great Britain.
 - Who do you think made the greatest change to the freedom and rights of children in Great Britain? Write a formal and persuasive speech in which you argue the case for your chosen individual. Use the persuasive writing checklist to support you.

Persuasive Writing Checklist

- ☐ alliteration
- ☐ ellipsis
- ☐ evidence
- ☐ rhetorical questions
- ☐ triples

Challenge

The very best speeches will consider and define what is meant by the 'greatest' change. Using the word bank below to help, how are you going to define 'greatest' change throughout your speech?

Word Bank – Ways to describe change

Size of Change	Type of Change	Significance of Change
considerable great large major marginal minimal minor negligible slight small	critical contributing drastic expected key landmark main radical revolutionary pivotal	comprehensive empowered enduring insignificant facilitated far-reaching long-lasting erved as a catalyst to hort-lived significant



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