

## GCSE History Controlled Assessment Part C - Historical Representation.

By the end of this sequence of lessons I will have made a judgement on which of the three sources gives the best representation of the impact of the suffragettes on the campaign for votes for women.



### Learning Steps:



- identify and compare the overall impression created by three sources of evidence on "the impact of the suffragettes".
- identify and use evidence to support my judgement of the representations using three criteria.
- recognise similarities and differences in the representations.



**Choose one word that represents Bradford based upon this source. Write it on your post-it.**



## **CRITERIA 1: - OBJECTIVITY**

**Who created this source?**

**Is the representation fair and balanced?**

**Is the author of the source trying to make a point? Do they have an agenda?**

**Can we trust the source?**

**When was it written?**

**Was it created at the height of a public panic or with the benefit of hindsight?**

**Is it bias? And if it is why?**

**Link your evaluations here to your knowledge of the period – where the police respected by the press, society?**



## **CRITERIA 2: - ACCURACY**

**Based upon your knowledge of this period and the impact of the Suffragettes how accurate is the representation given through the source of that impact?**

**Is it a complete or partial representation? You will need to use precisely selected elements from the source and link them to your knowledge.**

**Also you will need to consider what the source does not show linked to your knowledge.**



## **CRITERIA 3: - COMPREHENSIVENESS**

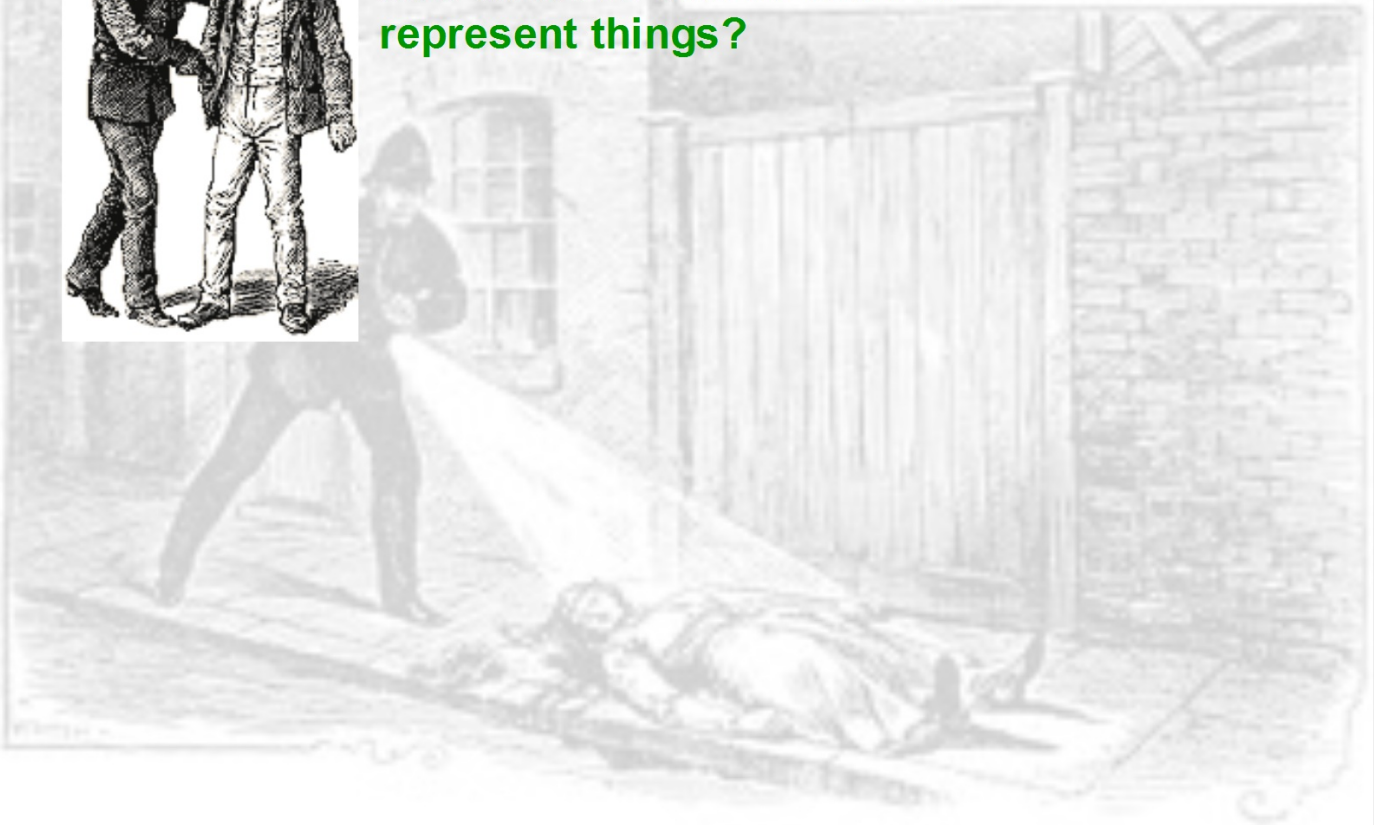
**How much can we learn about this period from the source?**

**Does it provide an overview or a snapshot?**

**Does it omit a lot or give a balanced and broad representation of the period?**



So what have you learned about how sources can be used to represent things?

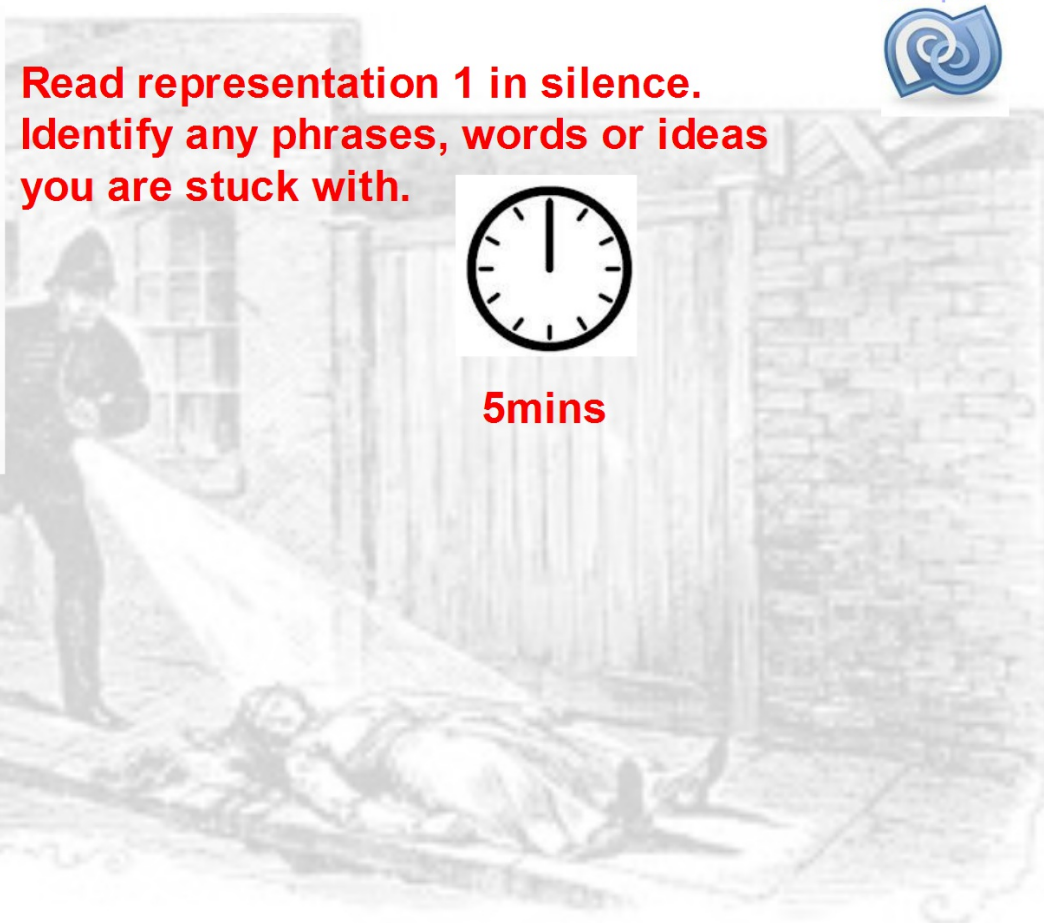




**Read representation 1 in silence.  
Identify any phrases, words or ideas  
you are stuck with.**



**5mins**





## Harlem Shake?

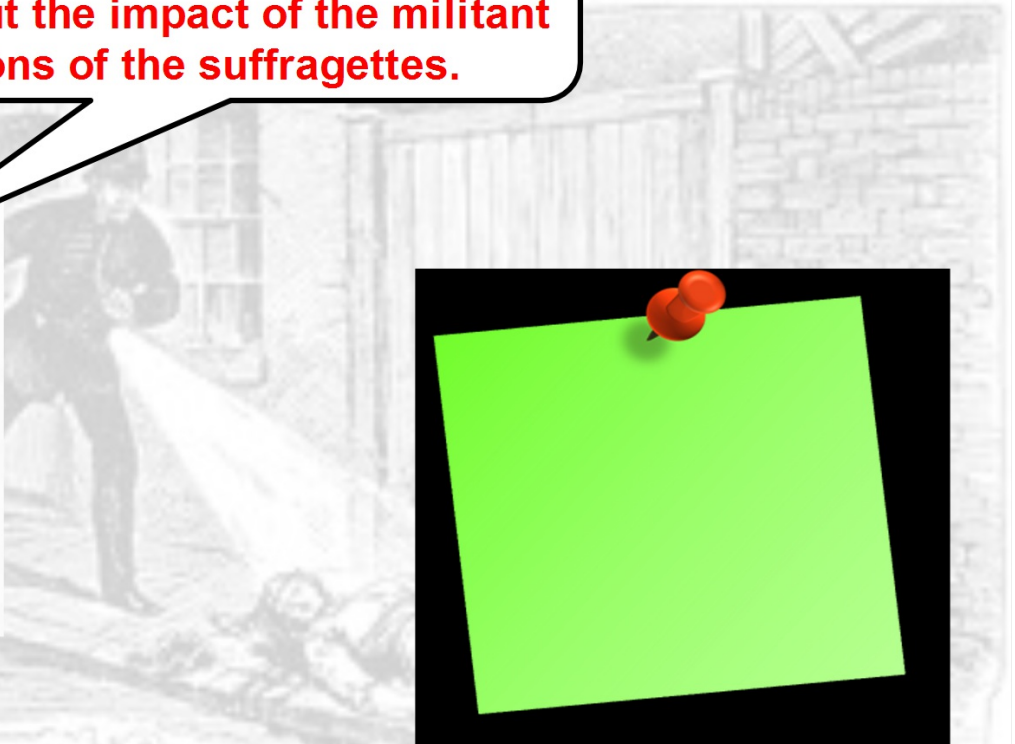


Officers from the Bristol City Police practicing their cutlass drill in the mid 1870's

Lets unpack your reading.



**Discuss with a partner what impression Rep 1 has given you about the impact of the militant actions of the suffragettes.**



Lets have a look of the words you have chosen -



**Main**



**Get into groups of maximum of four.**



Peterborough Police 1875

**Like all Police Officers you need to find the evidence to support your case.**



**Main**



**Collect your sugar paper - your group has 20 minutes to identify evidence which supports the overall judgement on the impact of the suffragettes on the cause for votes for women that Representation 1 gives.**

**REMEMBER**



**Try to fill the sugar paper with your ideas, evidence and analysis of the evidence.**

**Use the three criteria of OBJECTIVITY, ACCURACY and COMPREHENSIVENESS to guide your thinking.**

Any groups want to change their post-it note word?



**Up you get son, go and present your evidence to the Beaks.**

**Aww no - I'm shy**



**Can each group come up and present their findings to the class.**

**2 mins each.**

**Take 5 minutes only to summarise the evidence you have found from source 1 in your books.**



**Oooh Judge, I find bald men so sexy.**



**Naughty!**

## **Flip it**

Homework - before the next lesson take representation 2 home and examine it very carefully.

Apply the three criteria to it: OBJECTIVITY, ACCURACY, and COMPREHENSIVENESS.

Compare and contrast it to the first representation. Are there any similarities or differences?





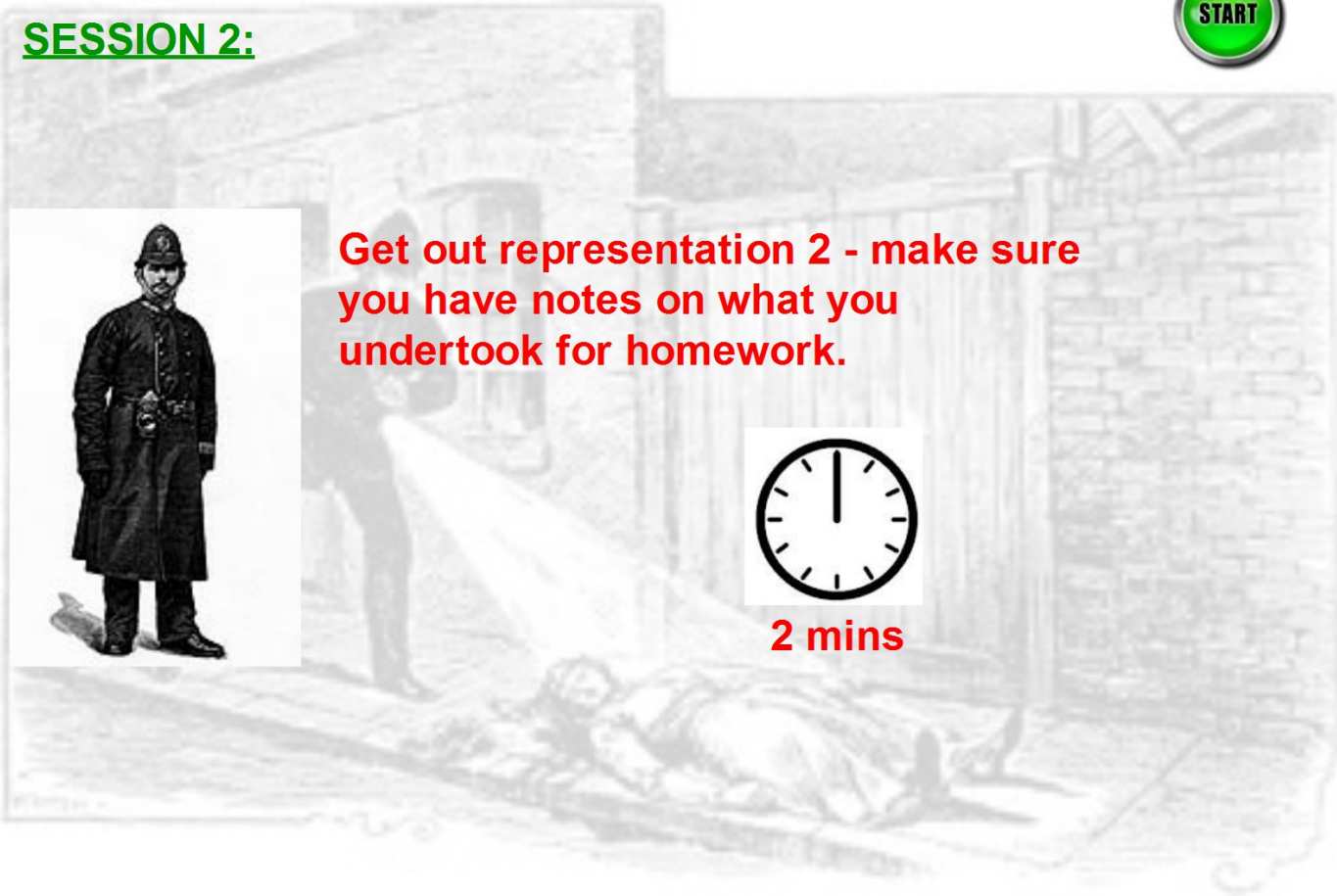
**SESSION 2:**



**Get out representation 2 - make sure you have notes on what you undertook for homework.**

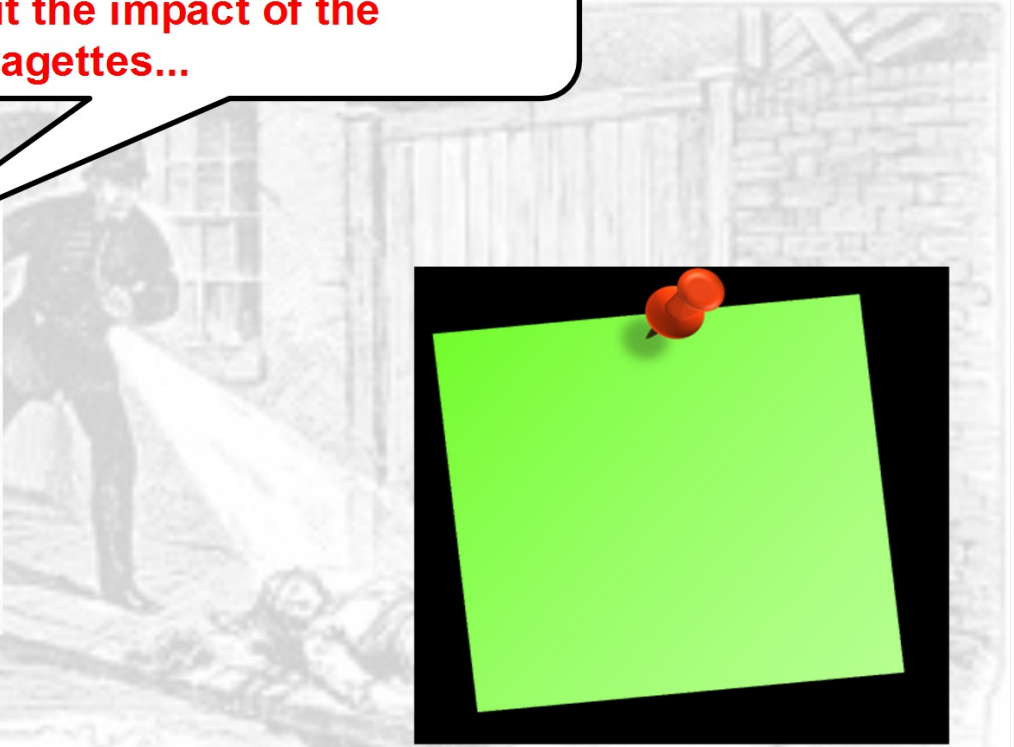


**2 mins**





**Discuss with a partner what impression Rep 2 has given you about the impact of the suffragettes...**



**Main**



**Collect your second piece of sugar paper -  
your group has 15 minutes to**

**Using the highlighter pens...  
identify similarities and differences  
between the two representations.**

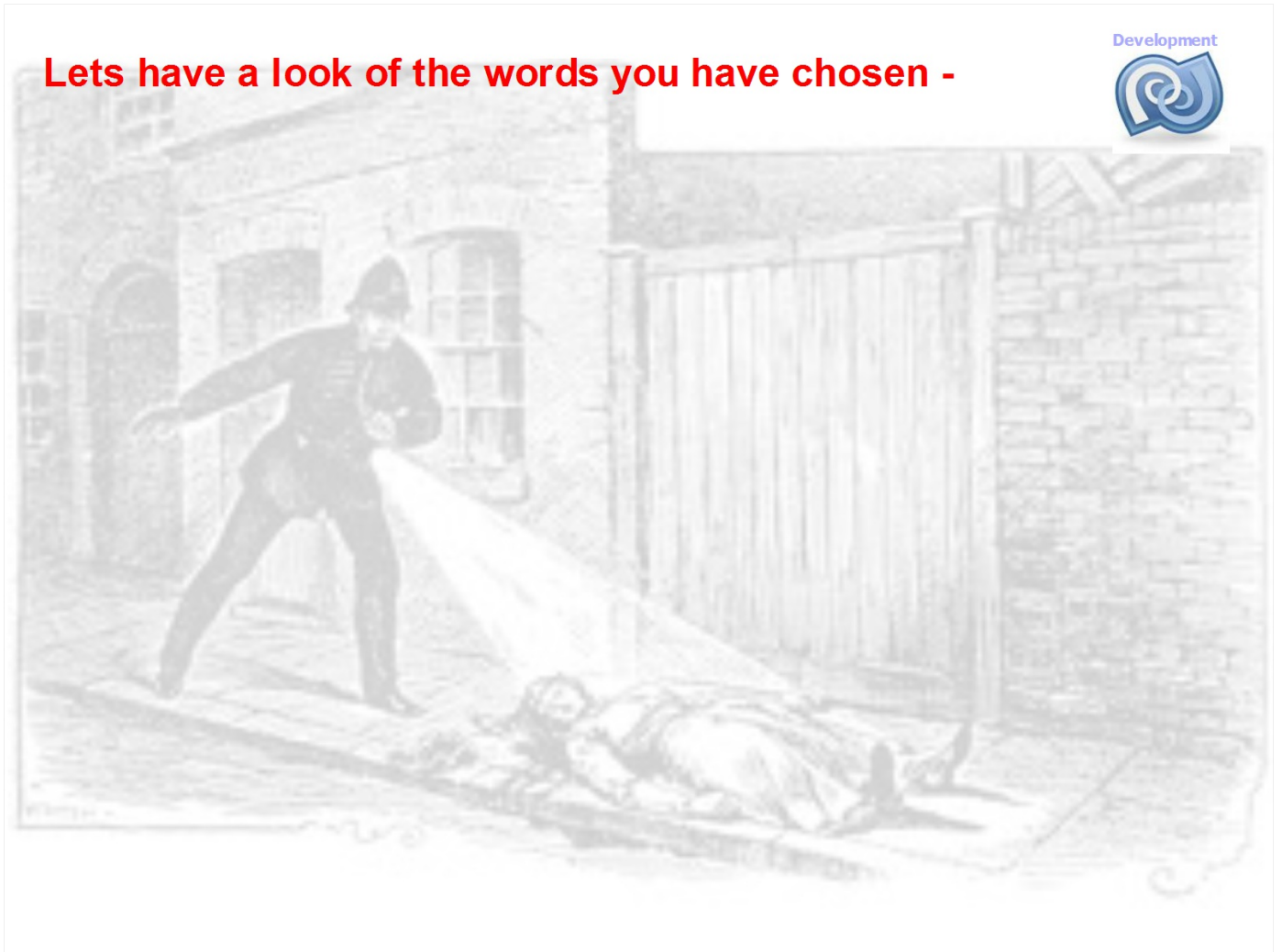
**REMEMBER**



**Try to fill the sugar paper with your ideas,  
evidence and analysis of the evidence.**

**Use the three criteria of OBJECTIVITY, ACCURACY and  
COMPREHENSIVENESS to guide your thinking.**

**Lets have a look of the words you have chosen -**

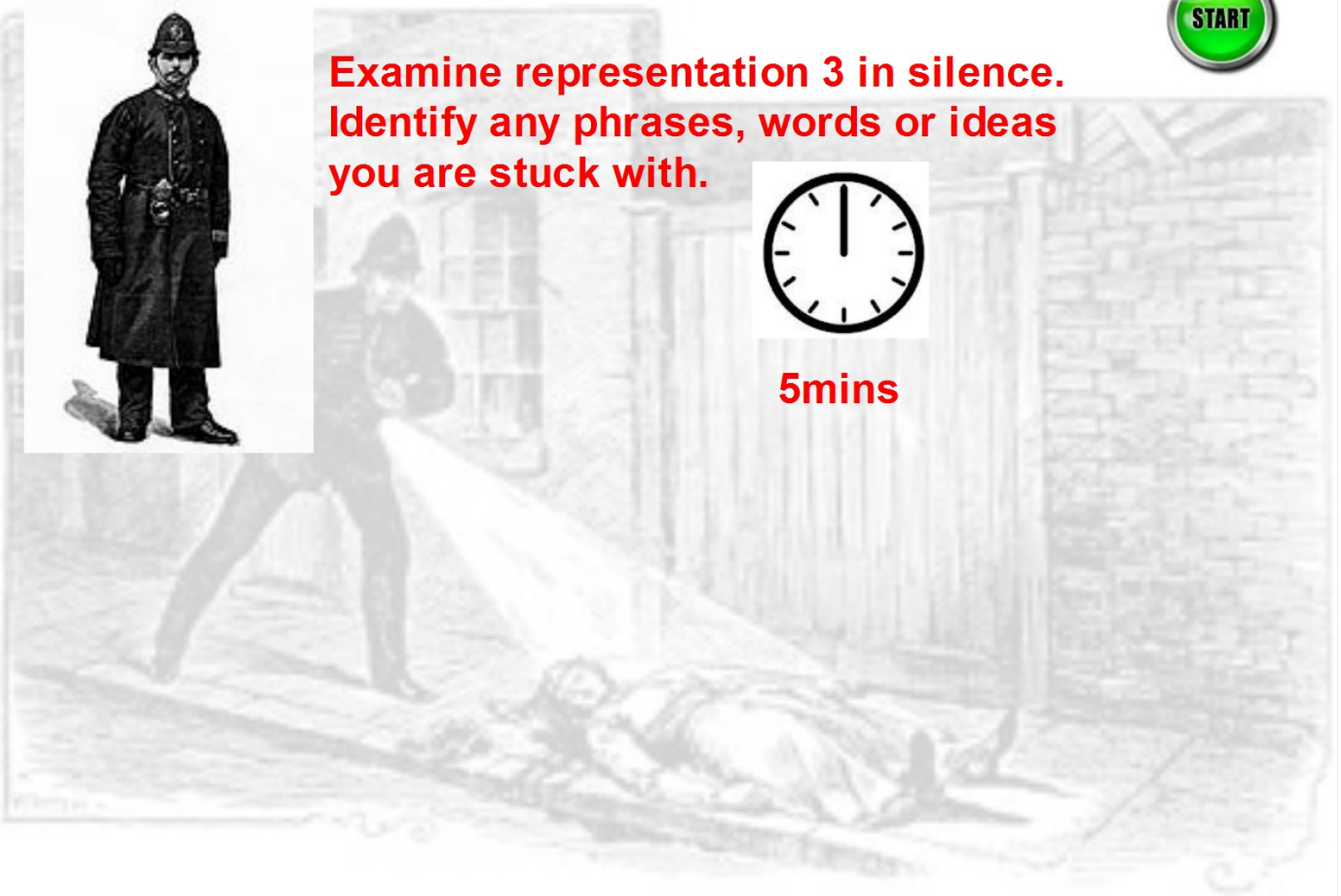




**Examine representation 3 in silence.  
Identify any phrases, words or ideas  
you are stuck with.**

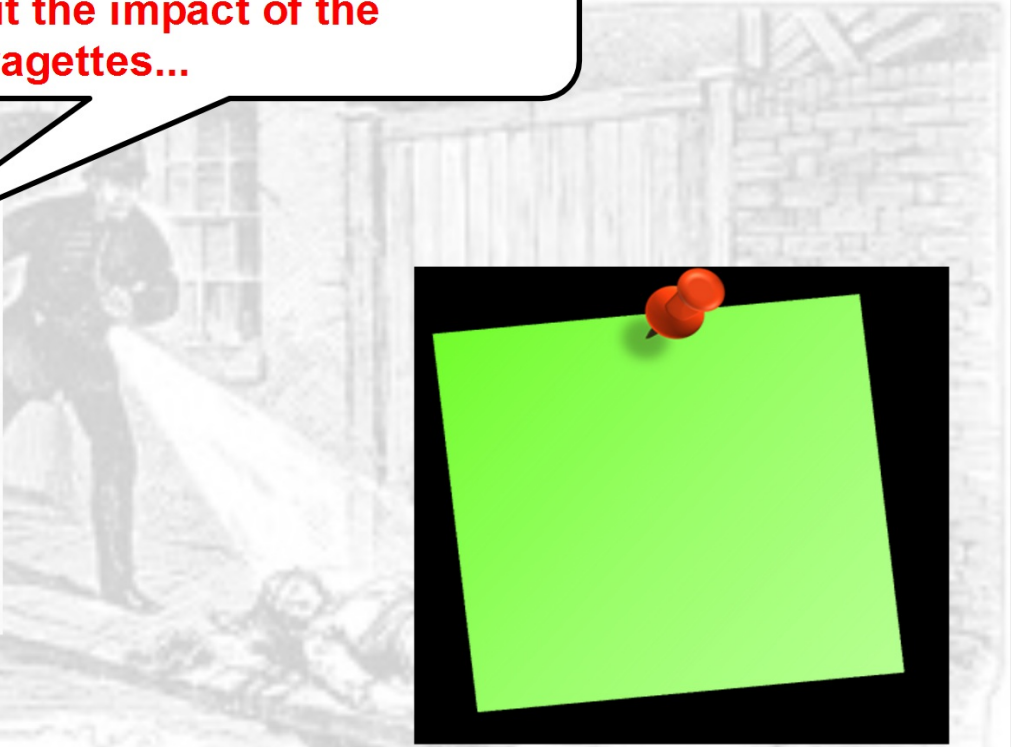


**5mins**

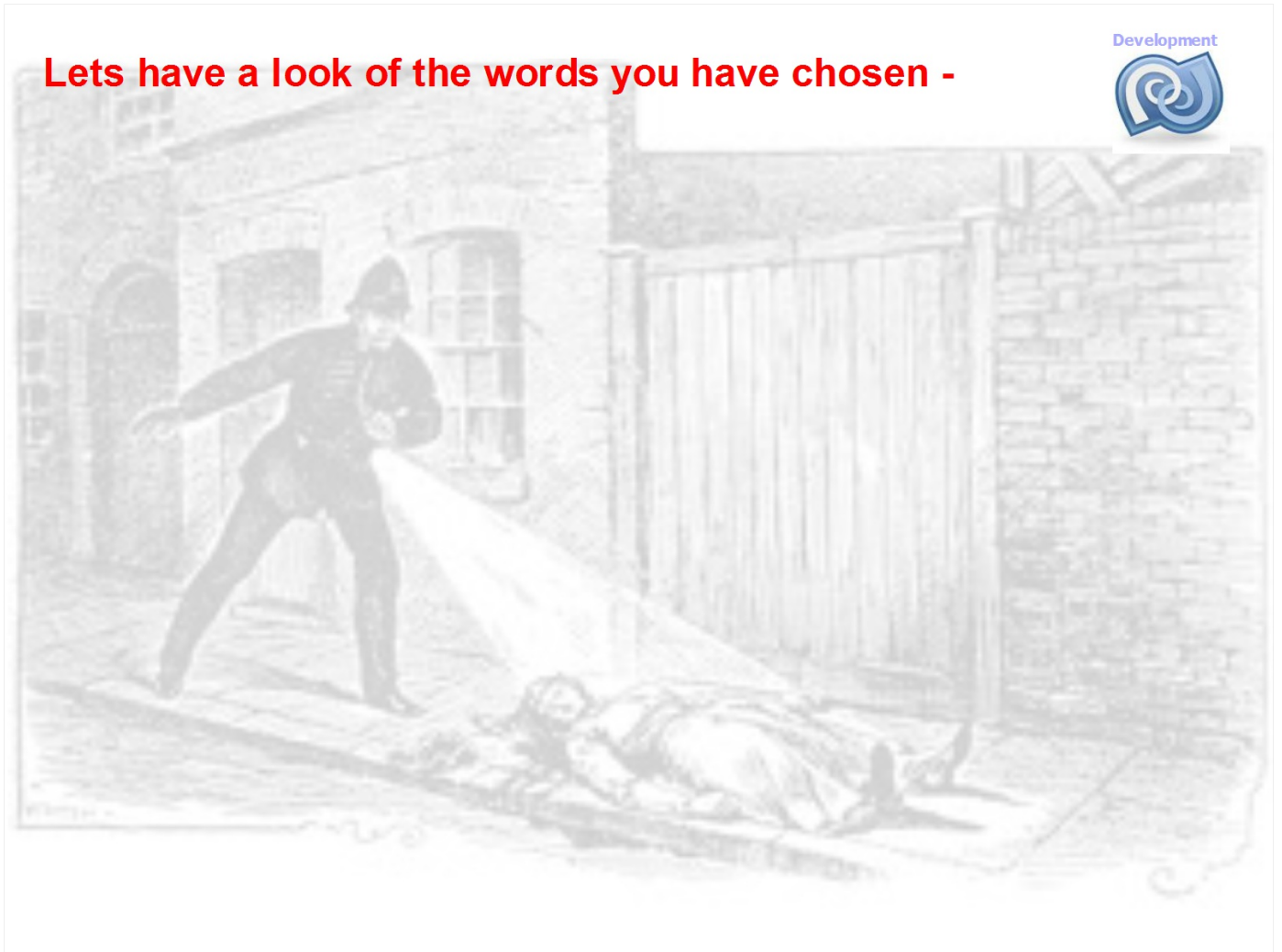




**Discuss with a partner what impression Rep 3 has given you about the impact of the suffragettes...**



**Lets have a look of the words you have chosen -**



**Main**



**Collect your third piece of sugar paper  
your group has 20 minutes to find the  
evidence that supports your view of the  
impact of the suffragettes from this  
representation.**



**Using the highlighter pens...  
identify similarities and differences  
between the two representations.**

**REMEMBER**



**Try to fill the sugar paper with your ideas,  
evidence and analysis of the evidence.**

**Use the three criteria of OBJECTIVITY, ACCURACY  
and COMPREHENSIVENESS to guide your thinking.**



## Session 3:

Main



**So which representation gives the best view on the impact of the Suffragettes? Remember to apply the three criteria.**

**Take this lesson to prepare a presentation using evidence from the representations to support your view.**

**Use the success/assessment rubric to guide your presentation.**



## Session 4:



You have 5 minutes to get your group organised and to prepare your notes and materials for presenting your findings.



Your group will be assessed by me using the Rubric and this grade will be entered for PUR2

**The write up:**



**Spend 5 minutes reading the study booklet.  
Highlight anything that confuses you or that you have questions  
about. (SELF)**

**Take 3 minutes to discuss any identified issues with a partner  
or your table. (TABLE/PARTNER)**

**Be prepared to report any outstanding queries to the whole  
class after ten minutes. (TEACHER)**

**Introduction**

**Representation 1:**  
Accuracy, Objectivity  
Comprehensiveness.  
Own knowledge.  
Evidence from source.

**Representation 2:**  
Accuracy, Objectivity  
Comprehensiveness.  
Own knowledge.  
Evidence from source.

**Representation 3:**  
Accuracy, Objectivity  
Comprehensiveness.  
Own knowledge.  
Evidence from source.

**CONCLUSION** - which is  
the best representation  
and why. Rank order.



### Homework



Take the booklet home and begin planning your draft answer. As a minimum you should complete the table examining **ACCURACY, OBJECTIVITY and COMPREHENSIVENESS** for each source.

You will have two lessons to write up your completed draft in class.

**Session 5 and 6:**

Write up of Draft Answer.

**Exam conditions apply:**

Don't sit with someone who might disturb and distract you.

Have your notes and materials out on the desk.

Music is allowed with headphones - however keep volume down and put phone in your pocket.

Focus!!!

No talking.

**FAILURE IS NOT AN OPTION.**



