

Amgueddfa Cymru - National Museum Wales



Preparing for the Global Citizenship Mini Challenge



PREPARING YOUR PERSONAL STANDPOINT AND RAISING AWARENESS ACTIVITY

These activities will help you to prepare for the Mini Challenge. They are designed to be used with the associated Source Pack.

You are challenged to prepare a **Personal Standpoint** and **Raising Awareness Activity** on the issue of **Poverty** and **Inequality**.

Your **Personal Standpoint** must include:

- Information on the political, economic, social, technological, legal and environmental aspects (**PESTLE**) of the issue
- Your personal views about the issue of **Poverty** and **Inequality**, commenting on the **credibility or reliability** of sources you refer to

EXPLORING THE ISSUE OF POVERTY, INEQUALITY AND ROAD TOLLS WALES IN THE 19TH CENTURY

ACTIVITY 1: ANALYSING SOURCES

This activity will test your ability to analyse sources.

You will know from your history lessons how important it is to be able to analyse sources and to extract information from them. You must demonstrate that you can analyse sources effectively when producing your personal standpoint. When analysing sources it is also very important to consider how credible or reliable the sources are and to what extent you can trust the information contained in them.

1. According to Source 1, why were Welsh farmers unhappy in the summer of 1839?
2. Study sources 1, 2 and 3. How did the angry farmers disguise themselves and how did the term 'Rebecca Riots' come about?
3. What evidence is there in sources 4 and 6 about the extreme methods the protesters were prepared to use?
4. Study Source 6. What evidence is there in this source that 'Rebecca' was a popular protest?
5. How does Source 7 explain the reasons farmers hated the toll gates?
6. Study Sources 6 and 8. What evidence is there in Sources 6 to 8 to suggest that the toll gates were not the only cause of the Rebecca Riots?
7. Give three possible reasons for the very harsh sentences given out by the judge in Source 10
8. What evidence is there in Source 6 and Source 11 to suggest that the government were very worried about the Rebecca Riots?
9. Without modern cameras and photographic equipment, newspapers at the time relied on drawings and illustrations. How reliable and trustworthy are Sources 2 and 5?

ACTIVITY 1

Use the table below to help with a detailed analysis of the reliability of each of these sources.

How useful is the source?	What information can you get from this source? Is this information detailed or limited in any way?
What reasons are there to believe the source?	What makes this a believable and reliable source? Is it, for example, an official government document, first-hand evidence of an eye-witness or in agreement with other reliable sources?
Are there any reasons to doubt the source?	Could the source or parts of it be unreliable, for example, be inaccurate, lies, biased or exaggerated? Do other sources disagree and are these more reliable?

ACTIVITY 2: UNDERSTANDING AND USING PESTLE

This activity will help you to learn to identify the political, economic, social, technological and environmental (PESTLE) aspects of this issue.

Study Source 9 about the causes of the Rebecca Riots in the Source Pack. Complete the table below by stating in the column on the right hand side, information from this source which relate to each of the PESTLE factors.

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
POLITICAL	The views and actions of governments and politicians	
ECONOMIC	Matters of business and making money	

ACTIVITY 2

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
SOCIAL	Social and religious factors that influenced the rioters	
TECHNOLOGICAL	Building of toll roads and the toll gates themselves	
LEGAL	Laws relating to Turnpike Trusts and toll gates	
ENVIRONMENTAL	Impact of toll gates on the environment	

MODERN INDIA

ACTIVITY 3: ANALYSING THE CREDIBILITY OF SOURCES

You will know from your history lessons how important it is to be able to analyse sources and to extract information from them. You must demonstrate that you can analyse sources effectively when producing your personal standpoint. When analysing sources it is also very important to consider how credible or reliable the sources are and to what extent you can trust the information contained in them.

Study the sources in the pack relating to modern slavery and answer the following questions:

1. Study Source 12. Why does India need more roads and why does the Indian government allow private companies to build them?
2. According to these sources what methods were used by the protesters who attacked tollgates in India in recent times?

If you have studied the Rebecca Riots in West Wales in the 19th century, identify two similar protest methods and one different protest method used by the Welsh and Indian protesters

3. Study Sources 17 and 18. Why is the construction of new roads in some parts of India dangerous to the environment?
4. How effective are laws to protect the environment, according to these sources?
5. Even though there are descriptions of the Rebecca Riots in newspapers in the 19th century, without modern cameras reports relied on drawings. Things are very different today. Think about the sources of newspaper photographs of major events today and how reliable these may be

ACTIVITY 3

Use the table below to help with a detailed analysis of the reliability of each of these sources.

How useful is the source?	What information can you get from this source? Is this information detailed or limited in any way?
What reasons are there to believe the source?	What makes this a believable and reliable source? Is it, for example, an official government document, first-hand evidence of an eye-witness or in agreement with other reliable sources?
Are there any reasons to doubt the source?	Could the source or parts of it be unreliable, for example, be inaccurate, lies, biased or exaggerated? Do other sources disagree and are these more reliable?

ACTIVITY 4: UNDERSTANDING AND USING PESTLE

This activity will help you to learn to identify the political, economic, social, technological and environmental (PESTLE) aspects of this issue.

Study the sources about poverty and inequality in Cambodia. Complete the table below by stating in the column on the right hand side, information from these sources which relates to each of the PESTLE factors.

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
POLITICAL	The views and actions of governments and politicians	
ECONOMIC	Matters of business and making money	

ACTIVITY 4

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
SOCIAL	Social and religious factors that influenced the rioters	
TECHNOLOGICAL	Building of toll roads and the toll gates themselves	
LEGAL	Laws relating to toll roads and toll gates	
ENVIRONMENTAL	Impact of toll gates on the environment	

ACTIVITY 5: WRITING A PERSONAL STANDPOINT

Prepare a personal standpoint on the issue of poverty, inequality and protest in Cambodia (at least 3-4 sides of A4). You may draw on any of the information or sources you have studied.

Remember to include:

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- Information on the political, economic, social, technological, legal and environmental (**PESTLE**) aspects of the issue
 - Your personal views about the issue of **Poverty, Migration** and **Child Labour**
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Possible Plan:

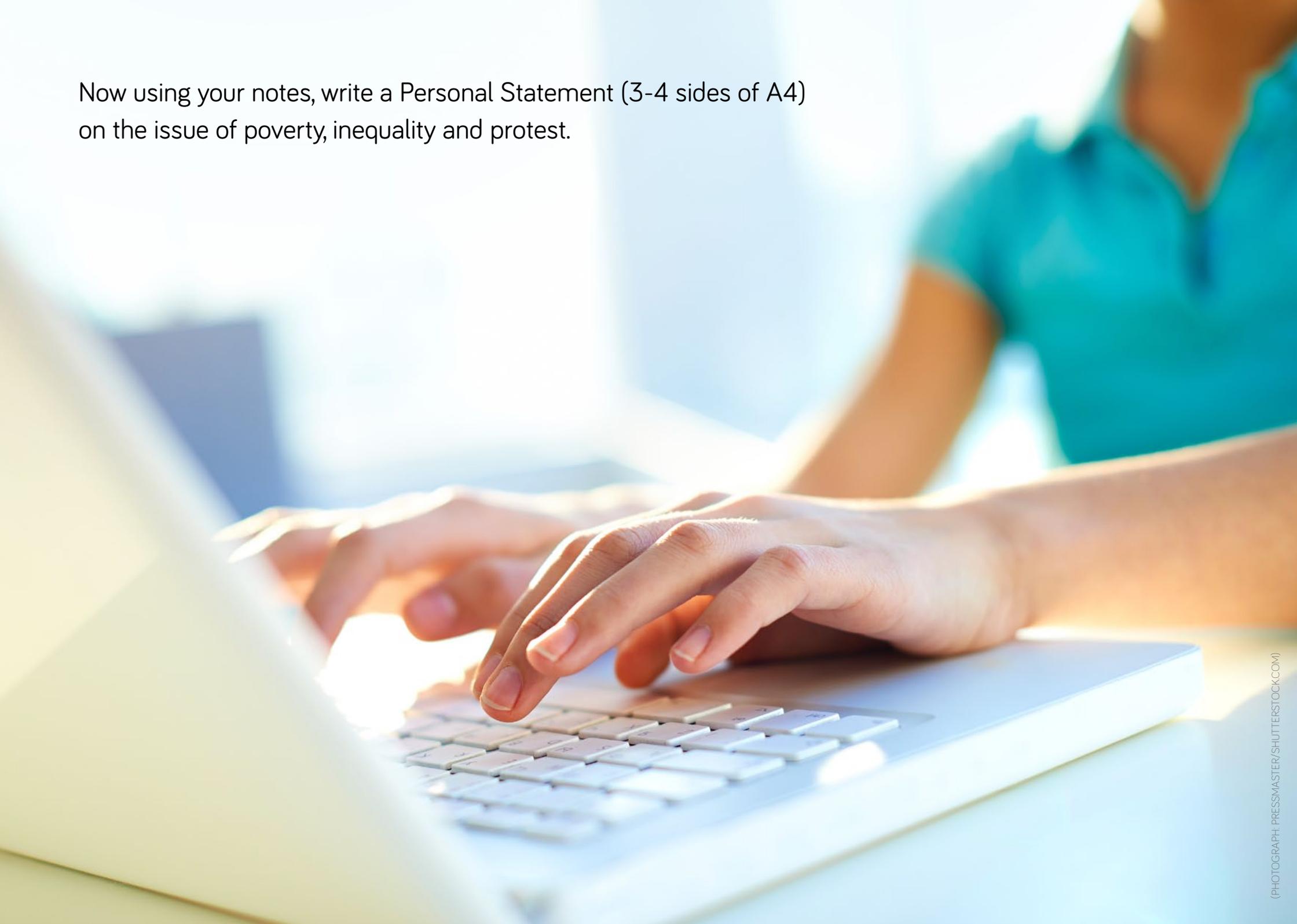
Start by making some notes from the sources. Find information and write about:

- Reasons governments allow private companies to build roads, who makes money from this and what you think about it
- Reasons for the poverty and inequality caused by road building. What you think about this and who is to blame
- Hazards of road building and tolls to health and the environment. What you think about this and who is to blame
- Laws to control road building and tolls and how effective they are. What you think about this and who is to blame

IMPORTANT!

- » Comment on the reliability of the sources and how far you can trust the information in them
- » Make sure you refer to each of the PESTLE factors i.e. political, economic, social, technological, legal and environmental aspects of the issue

Now using your notes, write a Personal Statement (3-4 sides of A4) on the issue of poverty, inequality and protest.



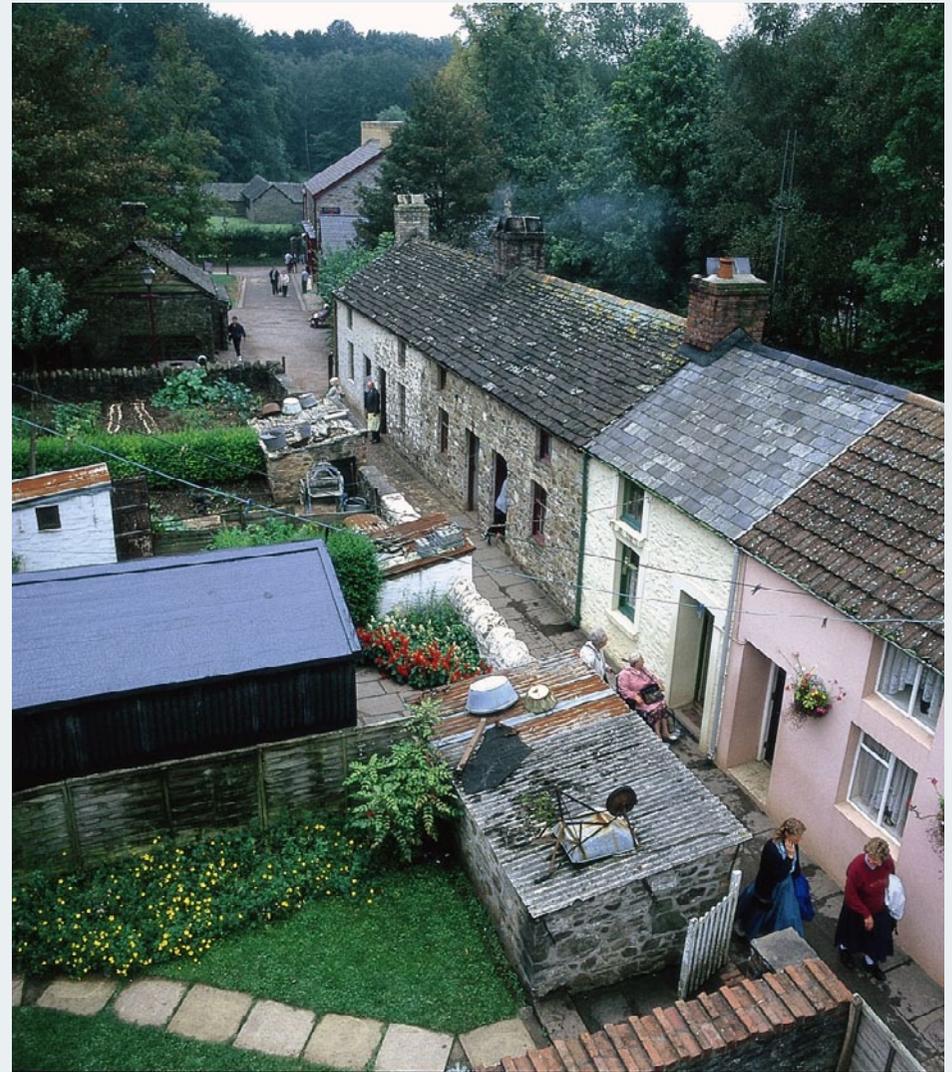
ACTIVITY 6: RAISING AWARENESS ACTIVITY

Develop and implement as an individual or a team (consisting of 3-6 members) a Raising Awareness activity on poverty, inequality and protest for younger students.

Produce your ideas for a **Raising Awareness Pack** including evidence demonstrating:

- how you came up with your ideas for **Raising Awareness**
- how and why you selected the best idea
- your plans for how the idea could be developed and carried out
- details of any appropriate problem solving and decision making techniques that you will need to learn, develop and use
- the materials and resources you will need

A visit to St Fagans National History Museum or any of the other museums of Amgueddfa Cymru will give you an excellent idea of how museums raise awareness of issues through their use resources and the way they present history.





AMGUEDDFA CYMRU GLOBAL CITIZENSHIP MINI CHALLENGE

You are challenged to explore the issue of **Poverty** and **Inequality** in the modern world.

In preparation for this Mini Challenge you have studied sources and visited museum sites which have given you a good understanding of the issue of poverty and inequality based on the issue of road tolls in Wales in the 19th century and modern India. You are now ready to complete the Amgueddfa Cymru Global Citizenship Mini Challenge by exploring this issue through similar topics and countries in the modern world.