

HISTORY

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**Edexcel - Historic Environment: Whitechapel c1870 – c1900
crime, policing and the inner city.**

Key Question	Approach	Content covered	Time	End Product / Assessment
What does the story of Polly Nichols reveal to us about Whitechapel in the 1880s?	After comparing and contrasting trendy Whitechapel today with Whitechapel in the 1880s, your students will plot the life of Polly on a living graph. This will show them what Whitechapel was like and eventually reveal to them that this unit is focused on the infamous Jack the Ripper!	<ul style="list-style-type: none"> The local context of Whitechapel. The lack of employment opportunities and level of poverty. 	1 hour	
How did conditions in the East end help the Ripper to commit his murders?	The lesson sequence gives students experience in using a range of historical evidence to pursue an enquiry. They will: decide which sources could be used to inquire, make inferences from sources to work out what Whitechapel was like, categorise the problems of poverty and see how they interconnect to cause crime.	<ul style="list-style-type: none"> The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner-city area of poverty, discontent and crime. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers. 	3hours	Answer the exam question: Describe two features of accommodation for poorer people in the Whitechapel area. 4 marks.
Why was Whitechapel so difficult to police?	Your students will use a range of historical evidence to work out the answer to the big question. They will	<ul style="list-style-type: none"> The difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. 	2 hours	Analysis of a contemporary cartoon.

	focus in on Content, Origin and Purpose of sources to help them work out Whitechapel was so difficult to police.	<ul style="list-style-type: none"> Public attitudes towards the police. Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers. 		
Commander of H Division: Dream job or nightmare?	The class complete a SWOT analysis on H Division.	<ul style="list-style-type: none"> The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee. 	1 hour	Speaking challenge.
Was the New York police chief correct: Was the police investigating the Ripper case incompetent?	Your students will collect evidence about the national police force before interviewing the leader of the Ripper enquiry in a hot seating / role play activity before answering a classic exam question.	<ul style="list-style-type: none"> Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper The national and regional context: the working of the 	2 hours	Answer the question: How useful are sources A & B for an enquiry into the effectiveness of the police in Whitechapel in 1888?

		<p>Metropolitan Police, the quality of police recruits, the role of the 'beat constable'.</p> <ul style="list-style-type: none"> The development of CID, the role of the Home Secretary. 		
<p>Why did the Whitechapel police fear a race riot?</p>	<p>The class will use their newly acquired knowledge of the problems of immigration in the East End to design an information board for a modern Whitechapel fish and chip shop displaying some famous Ripper graffiti.</p>	<ul style="list-style-type: none"> The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel. 	2 hours	<p>Design a display board for a modern fish shop displaying Ripper graffiti.</p>
<p>Who did the best job as Head of the Met?</p>	<p>The aim of this enquiry is to consider the roles and reputations of the two key personalities in leading policing in the Whitechapel area</p>	<ul style="list-style-type: none"> The role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police. 	1.5 hours	<p>A choice of end task.</p>