

A GUID CAUSE...
THE WOMEN'S SUFFRAGE
MOVEMENT IN SCOTLAND

Project 1: Teachers' Section



INTRODUCTION

This teacher area contains information on how the project is structured, learning and teaching approaches, sources and assessment. It also contains an analysis of Curriculum for Excellence outcomes, capacities, skills and aspects covered by the project.

STRUCTURE

The Learning Activities area for project 1 is structured as follows:

Learning Activity 1: Why did women want the vote?

Activity 1 – why women wanted the vote
Revision activity

Learning Activity 2: What methods did the suffragettes and suffragists use?

Activity 1 – suffragists
Activity 2 – suffragettes
Revision activity

Learning Activity 3: Arguments for and against the suffrage movement

Activity 1 – pro-suffrage arguments
Activity 2 – anti-suffrage arguments
Revision activity

Learning Activity 4: Reactions from the authorities, press and public

Activity 1 – reactions to the campaign
Revision activity

Learning Activity 5: The effect of the war

Activity 1 – women and the war
Activity 2 – the vote at last!
Revision activity

Learning Activity 6: The impact of the right to vote

Activity 1 – the right to vote

Learning Activity 7: Development activities

Development Activity 1 – poster/pamphlet
Development Activity 2 – script
Development Activity 3 – newspaper article
Development Activity 4 – presentation
Development Activity 5 – group research project

LEARNING AND TEACHING APPROACHES

The project is designed to be used flexibly and will work best if both English and History departments are involved.

You don't have to work through all of the activities – because the focus is on developing critical thinking, investigation and enquiry skills (and less on content) you and your pupils can pick and choose according to your needs.

The activities allow for a variety of teaching approaches. Pupils should therefore have the opportunity to work on their own, in pairs and in either mixed or set ability groups – whatever works best in your classroom and in your context.

You can build differentiation into the first two development activities (section 7) by asking pupils to choose option A or option B. (Option B requires a more developed and sophisticated response than option A.)

The activities can be done online, but we have provided pdf and word versions in case there aren't enough computers for your pupils to do this.

SOURCES

You and your pupils can access all the sources for the project on the home page of the website. They are clearly catalogued and labelled so that they're easy to use. The sources required for the activities are as follows:

Section 1: Why did women want the vote?

(Sources 1 – 4)

Section 2: What methods did the suffragettes and suffragists use?

(Sources 5 – 17)

Section 3: Arguments for and against the suffrage movement

(Sources 18 – 27)

Section 4: Reactions from the authorities, press and public

(Sources 28 – 37)

Section 5: The effect of World War 1

(Sources 38 – 47)

Section 6: The impact of the right to vote

(Sources 48 – 49)

The sources have been chosen to support this project, but they're not exhaustive. Feel free to provide your own, too.

CONTEXT FOR LEARNING: CURRICULUM FOR EXCELLENCE (THIRD AND FOURTH LEVELS)

The following experiences, outcomes, capacities, skills and aspects of Curriculum for Excellence (at third and fourth levels) have been covered by this project:

Experiences and outcomes – Social Studies

People, past events and societies (third level)

- To continue the development of my sense of heritage and identity, I can make links between my current and previous studies showing an understanding of how people and events have contributed to the development of the Scottish nation. **SOC 301A**
- Having explored a society in the past which I have located in time, I can describe how lifestyles were affected by its values and attitudes and the conditions in which people lived, making some comparisons with my own society. **SOC 303C**
- By investigating a significant event or turning point from Scotland's past, I can discuss the motives of those involved and the consequences it had for the Scottish nation and the wider world. **SOC 306E**
- By interpreting a range of historical sources to examine a specific instance of the expansion of power and influence in the past, I can consider the advantages and disadvantages for those involved. **SOC 307E**

People in society, economy and business (third level)

- Having identified a group who experience inequality, I can describe the effects on their lives and suggest ways in which their needs could be better met. **SOC 316M**
- I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. **SOC 317N**
- Using my knowledge of the impact of discrimination on people's lives, I can discuss the issues around this to help me formulate arguments to challenge discrimination. **SOC 318N**
- Having discussed ways in which citizens can participate, I can present my findings on how participation can influence decision making at local, national, European or global levels.

Experiences and outcomes – Social Studies

- People, past events and societies (fourth level)
- Having critically evaluated historical sources about a significant political change, I can test the hypothesis that groups or individuals were the main factors bringing about change, explaining how the sequence of events affected the outcome. **SOC 402B**
- By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and consider how successful groups or individuals were in addressing it. **SOC 404C**
- I can investigate aspects of a country's social structure at a time in its history and present supported arguments about how this affected that community. **SOC 407D**
- I have investigated the factors which influenced public opinion and actions in relation to a significant event in the past and can put forward arguments about the importance of freedom of expression. **SOC 411E**

People in society, economy and business (fourth level)

- I can develop my understanding of need by contributing to a discussion on the extent to which the needs of a country's population should be met by the state or the individual. **SOC 430M**
- By researching the role of the media in a democracy, I can evaluate its importance in informing and influencing citizens and critically examining decisions made by those in power. **SOC 431N**
- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 432N**
- I can explore the ways decision making bodies make decisions and can draw conclusions about the impact of these decisions on people in Scotland or elsewhere. **SOC 434P**
- I can develop my understanding of participation by investigating the reasons why some people participate less than others in the electoral process and put forward arguments about the importance of participating in a democracy. **SOC 435P**
- Having investigated the actions of a group or organisation which seeks to achieve its aims by non-democratic means, I can present my conclusions about the impact of their actions and express informed opinions on their motives. **SOC 436P**

Experiences and outcomes – Literacy and English

Literacy: Listening and Talking (third level)

- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 302B**
- As I listen or watch, I can:
 - identify and give an accurate account of the purpose and main concerns of the text and can make inferences from key statements
 - identify and discuss similarities and differences between different types of text
 - use this information for different purposes **LIT 304D**
- As I listen or watch, I can take notes and organise these to develop thinking, help retain and recall information, explore problems and create new texts, using my own words as appropriate. **LIT 206F/LIT 306F**
- I can show my understanding of what I listen to or watch by commenting with evidence on the content and form of short and extended texts. **LIT 307G**
- To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources and I can recognise persuasion. **LIT 308H**
- When listening and talking with others, for different purposes, I can:
 - communicate information, ideas or opinions
 - explain processes, concepts or ideas
 - identify issues raised and summarise findings or conclusions. **LIT 309J**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 210K/LIT 310K**

Literacy: Reading (third level)

- Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **LIT 212N / LIT 312N / LIT 412N**
- I can select and use the strategies and resources I find most useful before I read and as I read to monitor and check my understanding. **ENG 313P**
- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 214Q/ LIT 314Q**
- I can make notes and organise these to develop my thinking, help retain and recall information, explore problems and create new texts, using my own words as appropriate. **LIT 315R**
- To show my understanding across different areas of learning, I can:
 - identify and consider the purpose, main concerns or concepts and use supporting detail
 - make inferences from key statements
 - identify and discuss similarities and differences between different types of text. **LIT 316S**
- To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, respond to literal, inferential and evaluative questions and other types of close reading tasks. **ENG 317T**
- To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 318U**

Literacy: writing (third level)

- I can use a range of strategies and resources to spell most of the words I need to use, including specialist vocabulary and ensure that my spelling is accurate and conveys my meaning at first reading. **LIT 320X**
- As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy and arrange these into paragraphs to make my meaning clear. **LIT 321Y**
- Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. **LIT 322Z**
- I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 323AA**
- I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.
- I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. **LIT 324AB**
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 225AC / LIT 325AC**
- I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **ENG 326AD**
- I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 327AE**
- I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 327AE**
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 328AF**
- I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. **ENG 329AG**
- Having explored the elements writers use, I can compose texts in different genres:
 - using some of the conventions of my chosen genre successfully and/or
 - creating convincing narratives, characters and settings. **ENG 330AH**

Experiences and outcomes – Literacy and English

Literacy: Listening and Talking (fourth level)

- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage others to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 402B**
- As I listen or watch, I can:
 - clearly state the purpose and main concerns of a text and make inferences from key statements
 - compare and contrast different types of text
 - gather, link and use information from different sources and use this for different purposes. **LIT 404D**
- As I listen or watch, I can take notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 405E**
- I can independently select ideas and appropriate information for different purposes, organise essential information or ideas and any supporting detail in a logical order and use suitable vocabulary to communicate effectively to my audience. **LIT 406F**
- I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. **LIT 407G**
- To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources. **LIT 408H**
- When listening and talking with others, for different purposes, I can:
 - communicate detailed information, ideas or opinions
 - explain processes, concepts or ideas with some relevant supporting detail
 - sum up ideas, issues, findings or conclusions
 - clarify points by asking questions or by asking others to say more. **LIT 409J**
- I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 410K**

Literacy: Reading (fourth level)

- Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **LIT 212N / LIT 312N / LIT 412N**
- Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. **ENG 413P**
- Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. **LIT 414Q**
- I can make notes and organise these to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. **LIT 415R**
- To show my understanding across different areas of learning, I can:
 - clearly state the purpose, main concerns, concepts or arguments and use supporting detail
 - make inferences from key statements and state accurately in my own words individual items
 - compare and contrast different types of text. **LIT 416S**
- To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, respond to different kinds of questions and other types of close reading tasks. **ENG 417T**
- To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion and assess the reliability of information and credibility and value of my sources. **LIT 418U**

Literacy: writing (fourth level)

- I can use a range of strategies and resources independently to ensure that my spelling, including specialist vocabulary, is accurate and conveys my meaning at first reading. **LIT 420X**
- As appropriate to my purpose and type of text, I can punctuate and link sentences of different length and type, arrange these in a logical order showing straightforward relationships between paragraphs. **LIT 421Y**
- Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. **LIT 422Z**
- I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. **LIT 423AA**
- I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.
- I can make appropriate and responsible use of sources and acknowledge these appropriately. **LIT 424AB**
- By considering the type of text I am creating, I can independently select ideas and appropriate information for different purposes, organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively to my audience. **LIT 425AC**
- I can engage and/or influence readers through my deliberate choice and use of language, style and tone as appropriate to genre. **ENG 426AD**
- I can:
 - convey information and describe events
 - explain processes or concepts, providing substantiating evidence
 - synthesise ideas or opinions in different ways. **LIT 427AE**
- I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 428AF**
- I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. **ENG 429AG**
- Having explored and experimented with the narrative structures writers use to create texts in different genres, I can:
 - use the conventions of my chosen genre successfully and/or
 - create an appropriate mood or atmosphere and/or
 - create convincing relationships, actions and dialogue for my characters. **ENG 430AH**

Experiences and outcomes – Health and wellbeing (third and fourth levels)

- I know the rights to which I am entitled in society, and the responsibilities which fall on me. I am learning to respect the rights of others.
- I value the opportunities I am given to improve and manage my learning and, in turn, I can offer my skills to help encourage learning and confidence in others.

Capacities (third and fourth levels)

Developing successful learners who:

- are challenged to look at the world in new ways
- access and use information from different sources
- think critically about evidence and arguments arising from it
- arrive at their own conclusions about a range of issues
- justify their own views in discussion and debate
- develop literacy and numeracy skills
- strengthen abilities to use technologies

Developing confident individuals who:

- understand more about their sense of identity
- develop an understanding of Scotland's social and political changes
- are able to establish their own views
- have the confidence to communicate their own stances on social/political/historical and environmental issues.

Developing effective contributors who:

- develop attributes that are important for life and work through investigative, creative and critical thinking
- understand Scotland's place in the world
- gain understanding of Scotland's contribution

Developing responsible citizens who:

- learn about different values, beliefs and cultures
- question others' attitudes, especially to intolerance and prejudice
- develop respect for other people
- participate responsibly in all aspects of life
- explore ethical dilemmas facing individuals and societies.

Skills development (third and fourth levels)

- observing, describing and recording
- comparing and contrasting to draw valid conclusions
- exploring different types of evidence
- developing curiosity and problem solving skills and capacity to take initiatives
- interacting with others and developing an awareness of self and others
- planning and reviewing investigation strategies
- developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources
- discussing and debating
- developing reasoned and justified points of view
- developing and using maps in a variety of contexts
- developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- developing presentation skills – oral, written and multimedia.

Aspects to be reinforced across the curriculum (third and fourth levels)

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance
- citizenship
- creativity
- literacy
- health and wellbeing
- ICT.

APPROACHES, RESOURCES AND ASSESSMENT

Context and content	Learning and teaching approaches	Resources	Assessment
<p>Context Why women wanted the vote.</p> <p>Content</p> <ul style="list-style-type: none"> • What the status of women was in the 1800s – referring to education, work, the law and attitudes towards women • Why some women wanted the vote – referring to the status of women, why they thought they deserved the right to vote and what they hoped to achieve from gaining the vote. <p>Why people, including some women, were against the vote for women.</p>	<p>Section 1 Activity 1 Work in groups using the sources to discover reasons why women wanted the vote.</p> <p>Section 1 Revision activity Evaluate the reasons why women wanted the vote. Come to agreement in groups as to which were the most and least important reasons. Justify decisions to class</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p>
<p>Context The Campaign – The suffragists and the suffragettes.</p> <p>Content</p> <ul style="list-style-type: none"> • What suffrage is. • Who the suffragists and suffragettes were. • How the suffragists campaigned for the vote. • Why the suffragettes adopted a more militant campaign. 	<p>Section 2 Activity 1 Use the sources to find out what methods the suffragists used to campaign for the vote.</p> <p>Section 2 Activity 2 Use the sources to find out what methods the suffragettes used to campaign for the vote.</p> <p>Section 2 Revision activity Organise various campaign methods into Suffragist and Suffragette methods.</p> <p>Development activity 1 poster/pamphlet A developed study of the suffragette/suffragist campaigns, working individually.</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Posters/pamphlets, literacy outcomes.</p>

Context and content	Learning and teaching approaches	Resources	Assessment
<p>Context The Campaign – pro-suffrage and anti-suffrage arguments.</p> <p>Content</p> <ul style="list-style-type: none"> • What the main pro-suffrage arguments were. • What the main anti-suffrage arguments were. • Some of the groups and individuals who held these different views. 	<p>Section 3 Activity 1 Use the sources to identify arguments that were given in support of women’s suffrage.</p> <p>Section 3 Activity 2 Use the sources to identify arguments that were given against women’s suffrage.</p> <p>Section 3 Revision activity Organise pro and anti-suffrage arguments under the appropriate headings.</p> <p>Development Activity 2 – script A developed study of pro and anti-suffrage arguments, working in pairs.</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Scripts, literacy outcomes.</p>
<p>Context The Campaign – pro-suffrage and anti-suffrage arguments.</p> <p>Content</p> <ul style="list-style-type: none"> • What the main pro-suffrage arguments were. • What the main anti-suffrage arguments were. • Some of the groups and individuals who held these different views. 	<p>Section 3 Activity 1 Use the sources to identify arguments that were given in support of women’s suffrage.</p> <p>Section 3 Activity 2 Use the sources to identify arguments that were given against women’s suffrage.</p> <p>Section 3 Revision activity Organise pro and anti-suffrage arguments under the appropriate headings.</p> <p>Development Activity 2 – script A developed study of pro and anti-suffrage arguments, working in pairs.</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets</p> <p>Scripts, literacy outcomes.</p>

Context and content	Learning and teaching approaches	Resources	Assessment
<p>Context The Impact of the First World War.</p> <p>Content</p> <ul style="list-style-type: none"> • What the suffragettes did during the First World War. • What women did to contribute to the war effort. • Why women over 30 were granted the vote after the war. • How women over 21 were granted the vote in 1928, putting them on an equal footing with men. • What effect suffragette militancy had on the overall campaign for the vote. 	<p>Section 5 Activity 1 Use the sources to find out about the work done by women in the First World War</p> <p>Section 5 Activity 2 Look at the reasons why women were given the vote in 1918.</p> <p>Section 5 Revision activity Evaluate the impact of the suffragette campaign and think about why women were eventually granted the franchise.</p> <p>Section 6 Activity 1 Work in groups. Look at the long term impact of gaining the vote and issues concerning the use of the franchise today.</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Paper or web-based worksheets.</p> <p>Paper or web-based worksheets.</p> <p>Paper or web-based worksheets</p> <p>Paper or web-based worksheets, class discussion</p>
<p>Context Focus on one area of the campaign. Reflection on what the campaign achieved in the long term.</p> <p>Content</p> <ul style="list-style-type: none"> • Development Activity 4 – choose one area of the suffrage movement to present to the class. • Development Activity 5 – research the position of women globally and assess the impact having the franchise can have. 	<p>Development Activity 4 – group presentation A focus on one area of the suffrage campaign – in groups.</p> <p>Development Activity 5 – group research project. An opportunity to discover what long-term impact the suffrage movement has had in Scotland and to look at the position of women in different countries across the world today – in groups.</p>	<p>Wall display</p> <p>NLS sources</p> <p>NLS website worksheets</p> <p>class texts</p>	<p>Group presentation</p> <p>Group presentation</p>