

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

Project 2: Teachers' Section



INTRODUCTION

This 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 Activity area for project 2 is structured as follows:

- Your Brief
- What is a documentary?
- How to plan the style of your documentary
- How to structure your documentary
- Your sources
- Recap

An analysis of the experiences, outcomes, capacities and aspects of Curriculum for Excellence covered by this project at third and fourth levels are in the **teacher area**. There are also suggestions for learning and teaching approaches, resources and assessment outcomes.

LEARNING AND TEACHING APPROACHES

- This project will work best if the History, English and Drama departments work collaboratively with one class. Pupils have to work in teams, and need to discuss and agree the roles of researcher, scriptwriter, director, presenter/interviewer, actors (if required) and camera/production crew. There will probably be enough pupils in the class to have two documentary teams. Help pupils to organise themselves.
- Before you begin the project, it's probably a good idea to let the teams watch a good quality documentary, so they can understand the general approach, tone and style of this genre. The British Film Institute has some short documentaries that are free to download (www.bfi.org.uk/learn.html)
- There's a useful website called Film Street (www.filmstreet.co.uk) (aimed at pupils) that gives useful information about how to make films and documentaries.
- You could also look at the Scottish Screen Archive website (ssa.nls.uk) to find examples of early documentaries and archive footage.
- You can also introduce pupils to the idea of producing a storyboard, so they can use this technique when making their documentary. AccessArt (www.accessart.org.uk) is a website that helps pupils to understand the purpose of a storyboard, and how to tackle making one.
- We realise that you'll need to work within the timetabling constraints of your own school, but the different aspects of the project will need to be covered by the History, English and Drama departments as follows:
 - The research phase comes first. The researchers will work with the History department on investigating the NLS sources to provide content for the script. Feel free to provide other primary and secondary sources that you already use.
 - The English department will then work with the scriptwriters to turn this content into a script with the appropriate tone, style and approach for the documentary.
 - Finally, the Drama department will help pupils to bring the script to life and to realise the overall vision/direction of the documentary. Staff can also help pupils to source costumes/props and to manage the technical aspects of recording.

SOURCES

You 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 documentary teams will need the following sources for this project:

Section 1: Why did women want the vote?
(Source 1 – 4)

Section 2: What methods did the suffragettes and suffragists use?
(Source 5 – 17)

Section 3: Arguments for and against the suffrage movement
(Source 18 – 27)

Section 4: Reactions from the authorities, press and public
(Source 28 – 37)

Section 5: The effect of World War 1
(Source 38 – 47)

Section 6: The impact of the right to vote
(Source 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 & FORTH LEVELS)

The following experiences, outcomes, capacities, skills and aspects of Curriculum for Excellence (at third and fourth level) 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**
- 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**

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**

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 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 persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 328AF**
- 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 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**
- 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 – Expressive Arts

Drama (third level)

- Having developed ideas from a range of stimuli within, for example interdisciplinary work, I can devise, rehearse and present dramas and scripts, demonstrating skills such as decision making, script writing and negotiating. **EXA 313N**

Generic (third level)

- I have been inspired by the magic, wonder and power of the expressive arts and can respond by analysing and discussing my own and others' work, identifying strengths and areas where improvements can be made and celebrating success.

Drama (fourth level)

- Having enjoyed opportunities to lead decision making and negotiating, I can work on my own and with others to devise, rehearse and refine dramas and scripts. **EXA 302C**

Generic (fourth level)

- I have been inspired by the magic, wonder and power of the expressive arts and can respond by reflecting on a piece of creative work, describing how interests, experiences and cultural influences have inspired and shaped it and conveying my understanding of the creative process. **EXA 401C**

Experiences and outcomes – Health and wellbeing (levels 3 and 4)

- 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 (levels 3 and 4)

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 skills
- strengthen abilities to use technologies.

Developing confident individuals who:

- 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 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 (levels 3 and 4)

- observing, describing and recording
- exploring different types of evidence
- developing problem solving skills and the capacity to take initiative
- 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 an awareness of sequence and chronology
- developing presentation skills – oral, written and multimedia.

Aspects to be reinforced across the curriculum (levels 3 and 4)

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

APPROACHES, RESOURCES AND ASSESSMENT

Approaches	Resources	Assessment
<p>Before beginning project</p> <p>Discuss and show documentary and analyse its characteristics – approach tone and style.</p>	<p>AccessArt www.accessart.org.uk/drawingtogether A useful website for helping pupils to understand the purpose of a storyboard and how to tackle making one.</p> <p>The British Film Institute www.bfi.org.uk/learn.html The education section has resources for teachers, including downloadable films and documentaries</p> <p>Film Street www.filmstreet.co.uk This website is aimed at pupils, and gives useful information about how to make films and documentaries.</p>	
<p>Research – history</p> <p>Researcher(s) investigate and interpret sources.</p>	<p>NLS sources</p> <p>Why women wanted vote</p>	<p>Quality of research, showing understanding of sources and their context.</p>
<p>History, English and Drama depts. Work together to support research. Plan ahead for next phase</p> <p>Teams work together to evaluate ongoing work</p>	<p>(sources 1–4)</p> <p>Methods used? (sources 5–17)</p> <p>Arguments for and against (sources 18–27)</p> <p>Reactions (28–37) (38–47)</p> <p>Effect of war</p> <p>Impact (48–49)</p> <p>Secondary sources/websites about suffrage movement in Scotland.</p> <p>Example of documentary</p>	<p>Clear, well-written information that explains facts, causes and effects in each ‘chapter’ of suffrage story.</p> <p>CfE outcomes for Social Studies</p> <p>CfE outcomes for Literacy and English</p>

Approaches	Resources	Assessment
<p>Scriptwriting – English Scriptwriters use content produced by researchers and write script with appropriate approach, tone and style for documentary. Watch of scripts as stimulus. Documentary and analyse examples work together to support scriptwriting.</p> <p>History, English and Drama depts.</p> <p>Teams work together to evaluate ongoing work.</p>	<p>Content produced by researchers</p> <p>NLS sources</p> <p>Example of documentary</p> <p>Secondary sources/websites</p> <p>Examples of scripts</p>	<p>Script of appropriate quality, tone and style for a documentary.</p> <p>CfE outcomes for Literacy and English</p> <p>CfE outcomes for Social Studies</p>

Approaches	Resources	Assessment
<p>Production of documentary – Drama Director, presenter/interviewer, actors (if required) and camera (or video!) crew work together to realise documentary</p> <p>Pupils storyboard, rehearse and then film each ‘chapter’ of story using an approach/tone suitable for S2 pupils</p> <p>History, English and Drama depts. work together to support production process.</p> <p>Teams work together to evaluate ongoing work</p>	<p>Content produced by researchers</p> <p>Script</p> <p>NLS sources</p> <p>Example of documentary</p> <p>Secondary sources/websites</p> <p>Examples of scripts</p>	<p>Quality of production process – how successfully and effectively have pupils worked together to achieve final outcome?</p> <p>Overall vision, direction and presentation of documentary. Has it met the brief? Self evaluation and evaluate with S2 pupils.</p> <p>CfE outcomes for Social Studies</p> <p>CfE outcomes for Literacy and English</p> <p>CfE outcomes for Drama</p> <p>CfE outcomes for Health and wellbeing</p>