

A GUID CAUSE...
THE WOMENS SUFFRAGE
MOVEMENT IN SCOTLAND

Project 3: 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 learning outcomes and skills covered by the project.

STRUCTURE

The Learning Activities for project 3 is structured as follows:

- Skills for paper 2: The St Andrews Hall incident, Glasgow 1914
- Extended essay: Sources for the extended essay
- Class debate: Did the militant campaign do more harm than good?

LEARNING AND TEACHING APPROACHES

- The 'Skills for Paper 2' area will help all pupils to develop the evaluation and investigation skills that they need to complete paper 2 successfully. Supply other secondary sources, if appropriate, to provide more general background knowledge. It might be useful if pupils work through and discuss the questions in pairs before writing the answers individually.
- The sources for the Extended Essay will apply to those pupils who want to choose the suffrage movement as their topic/issue. All of the sources on this website could be used for research, but pupils will need guidance in selecting and using them.
- The class debate will help to develop pupils' knowledge and understanding of one of the key issues of this period – whether the WSPU militant campaign did more harm than good for the women's suffrage movement.

Organise the debate around the motion:

'The militant campaign of the Women's Social and Political Union did more harm than good for the women's suffrage movement.'

Divide the class into two groups – one to argue for the motion, the other to argue against it. Encourage pupils to use **sources 5 – 37** and other relevant secondary sources to research evidence to support their arguments.

Sources

You can access 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 following sources will probably be most useful for this project:

- Developing skills for paper 2 – The St Andrews Hall Incident, Glasgow: sources 50 – 58
- Extended essay – sources 1 – 58
- Class debate – sources 5 – 37

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

APPROACHES, RESOURCES AND ASSESSMENT

Approaches	Resources	Assessment
<p>Skills for Paper 2</p> <p>Pupils work in pairs initially to research and discuss information. Write answers individually.</p>	<p>Sources for St Andrews Hall (50 – 58) and relevant secondary sources</p>	<p>Answers that show knowledge and understanding of content, and skills in evaluating and investigating sources.</p>
<p>Extended essay</p> <p>Pupils who are choosing the suffrage movement as their topic/issue can use all the sources on the website for research. Provide guidance and support in selecting and using them.</p>	<p>Sources 1 – 58</p>	<p>Extended Essay</p>
<p>Class debate</p> <p>Organise class into two groups – one for and one against the motion.</p> <p>Provide relevant secondary sources and support during research phase.</p>	<p>Sources 5 – 37</p>	<p>Quality of research / evidence to support arguments.</p> <p>Knowledge and understanding of evidence.</p> <p>Quality and outcome of debate.</p>