

# DETAILED NOTES

## ◆ Section 1

### Overview

Section 1 is preceded by the introduction, which sets up the theme for the whole book: why did people want the vote and is voting important? It also introduces the 'big' task of the advertising campaign. The three units deal with the case study of the Chartists within the political, social and economic conditions of the time. The section ends with the main task of writing the first part of the advertising leaflet and starting the posters. After studying this section pupils will have followed the story of people in the 1830s and 1840s and the fascinating campaign by the Chartists for the vote. They will consider how successful the first national working-class movement was, despite not gaining the vote and having to deal with the forces of the state.

### Introduction *Can you persuade the couch potatoes to vote?*

- ◆ Pupils' Book pages 2–5
- ◆ Worksheets 1 and 2

Pages 2–3 set up the whole theme of the book that people today are apathetic about voting despite facing a whole series of problems. Pupils are then invited to carry out their own research in questions 2 and 3 on page 3.

**Worksheet 1** supports this in the form of a questionnaire about the types of concerns people today might have and the actions they are willing to take to get change. This links to the rest of the book where pupils will discover that people in the past were willing to join together to bring about improvements and see their grievances addressed. People in the early nineteenth century had four choices: riot, petition, revolt or simply do nothing. Today adults may have been involved in signing petitions, writing letters, joining a demonstration or voting. The best way of using this worksheet is to divide your class so that half have part A and the other part B. It is important that time is spent on this activity. Use the results of these questionnaires to discuss the differences in findings between age groups. This is a good citizenship activity linked to pupils understanding the choices of participation open to them. They will use this again much later in the book when they have to write their advertising campaign and learn that posters, leaflets and TV adverts are targeted at particular ages with different interests.

Pages 4–5 set up the main activity running throughout the book – the advertising campaign persuading the 'couch potatoes' to vote. It is important here for pupils to be introduced to the concept of an advertising campaign. Teachers can get pupils to start to think about the different places a product is advertised depending on what is being sold or promoted. This will be returned to in detail when they tackle the first part of the campaign in Unit 1.3. Pupils need to be reassured

that the content of the campaign will be provided as they work through the book. Questions 1–4 on page 5 are supported by the timeline on **Worksheet 2**.

### Unit 1.1 *Why were people so angry in 1830?*

- ◆ Pupils' Book pages 6–17
- ◆ Worksheets 3–10

This unit focuses on the three main reasons for discontent in most of Britain by 1830. (It is recognised that Ireland might have other grievances.) Starting with the story of the Newport Rising on page 6 is a good way of introducing the idea of people being prepared to die for the vote. Stirring stories stir enquiries! Feargus O'Connor takes the pupils round Britain and builds up their understanding of people's grievances. Note that the timeline on **Worksheet 13** can also be introduced at this point (see question 5 on page 8).

Some time should be spent on the artwork of the 1830 election. It is important that pupils familiarise themselves with the concept of corrupt elections and the whole notion of what an election was like – a jovial, drunken, corrupt occasion! Explain that the people in colour are the voters; those in black and white cannot vote. Or perhaps you could ask pupils what they think the significance of colour is. **Worksheet 3** is useful for pupils to record their ideas on what was unfair about the election. You could use this picture as a thinking skills exercise in the mode described by Peter Fisher et al in *Thinking Through History* (pages 90–97). Pupils are divided into groups and given a number from 1 to, say, 5. All the 1s, then the 2s and so on come out to view the picture, each having 10 seconds to look. They return to their groups and draw as much as they can remember. Everyone in the group has a turn to look at the picture and add to their group's drawing. This is a good teamwork exercise that builds up pupils' skills at learning from pictures. Hopefully after everyone has looked at the picture, groups will have identified aspects of early elections: women in the background, beer being drunk, bribery taking place, well-off people voting, names of voters and their votes being recorded. Another excellent way of teaching about elections before 1832 is to use the role play exercise described by Geoff Lyon in *Teaching History*, issue 103, June 2001. This gets across all sorts of ideas to do with fairness. Geoff Lyon offers useful advice about debriefing pupils and using the role play as an exercise in interpretations.

Appalling living and working conditions for the working class were other reasons for people to feel angry in 1830. The activities on pages 10–13 will add to your pupils' understanding of the wider social and economic context of the vote. **Worksheets 4** and **5** provide for differentiation in tasks although they are aimed at the same outcome of learning. They help to develop empathetic understanding of the conditions people lived in and why the vote was so important to them. **Worksheet 6** is useful to help to gather information from the narrative on pages 12 and 13 as well as to help

with the report writing in **Worksheet 7**. This is an additional activity to this section but it offers you the chance to work on a different text type with your pupils and offers them support as they develop this skill.

Pages 14–15 focus on the first exercise in persuasive writing, following the example of Samuel Bamford's description of the Peterloo massacre. After being shown some of the conventions of persuasive writing found in this speech pupils are encouraged to show their understanding of this text type by writing a speech for Feargus O'Connor. **Worksheet 8** is very helpful to use with the whole class in preparation for writing the speech. You may wish to put this onto an OHT or copy onto card for each pupil as these tips can be referred to later. **Worksheet 9** allows pupils to work on their own copy of Bamford's speech. Most Year 8 pupils will be familiar through the literacy strategy with analysing text in this way. This gives them an opportunity within the context of history to practise these skills. Time spent on learning about persuasive writing will be well spent before pupils start on their own speech here and get the basic skills practised for other occasions in the book. Pupils should complete **Worksheet 10** as part of their planning for their work. Notice that here examples are given to support pupils' learning; it is important that they have examples and models to work with. Using a word-processing package to draft the speech may help stop the constant requests to start again!

Unit 1.1 finishes with the problems facing the Duke of Wellington in 1831. The purpose of this spread is to highlight to pupils the way that the state chose to deal with the protesters from the choices available. The degree to which Britain was under threat of revolution is a debate amongst historians. The point that needs to be made here is the methods the government were prepared to use. The third programme in the BBC2 series *Wellington: The Iron Duke* (2002) has some useful footage that could be used to give a visual image of the immediate danger of revolution as Wellington saw it.

### **Unit 1.2** *Would you join the Chartists?*

- ◆ Pupils' Book pages 18–23
- ◆ Worksheets 11–15

Life didn't get much better for working people after 1832, in fact there were a whole series of additional grievances to make them angry enough to take action! This is the focus of Unit 1.2. The artwork on page 18 and the panel on page 19 serve to draw pupils' attention to the self-satisfied middle class who now had a stake in running the country – they didn't have a reason to riot any more. **Worksheet 11** can be used to compare elections before and after 1832. You need to emphasise that although the Reform Act doubled the electorate, the majority of people were unrepresented and that voting was still based on ownership of property. Pupils could then be drawn into a discussion of whether there was more continuity than change. The year 1835 is focused on here partly so that pupils can appreciate that Dickens was writing at this time as a journalist before becoming a novelist. The thought bubble from Dickens

is a paraphrase of his words reporting on the election in Northamptonshire.

Many working-class people viewed the Whig 'reforms' of the 1830s with dismay. Despite a Factory Act, intervention on education and changes to local government, life did not improve. The Tolpuddle Martyrs had been given a sentence of transportation for attempting to form a trade union and the radical press faced an uphill struggle with taxes on papers. The economic situation was also worsening. Few pieces of legislation were feared as much as the Poor Law Amendment Act of 1834. The workhouse dartboard activity is to be completed from the sources on pages 20 and 21. Activities 4 and 5 are supported by **Worksheet 12**. The structured paragraph with sentence starters and stems will help those pupils who struggle to complete paragraphs on their own. You may wish to spend more time on the Poor Law using extracts from *Oliver Twist* and more detailed source material. An interesting interpretations exercise is to show clips from the film version of *Oliver Twist* together with extracts from the novel and compare these to sources from workhouse logbooks. Most local record offices have copies of the Poor Law union log-books for consultation.

**Worksheets 13** and **14** are useful aids to accompany the Activity on page 23. The timeline on **Worksheet 13** can be used as a teacher resource, especially for teachers or non-specialists unfamiliar with the 1830s. Alternatively, it can be copied for pupils as an additional resource. You may wish to ask pupils to use the timeline to find out what other events may have led to the working people feeling angry and demanding a say in government. The London Working Men's Association formed in 1836 was one of the forerunners of the Chartist groups. (The LWMA called for five of the six points and the People's Charter was not published until 1838.) **Worksheet 14** again is an extra resource that could be enlarged for class use. It must be noted that the wording here is a simplified version of the words used on the People's Charter of 1838.

Pupils complete the activity using previous knowledge they have gained from Units 1.1 and 1.2. You may wish to remind your class (via a brainstorm activity and referring back to their notes or **Worksheets 6** and **9**) that there were a whole range of reasons why people like those in the tavern on page 22 were keen to consider joining Feargus O'Connor and other Chartists. The artwork provides additional reasons such as the failure to get a maximum working day length. O'Connor's speech on page 23 is almost verbatim the speech he made in the New Inn in 1838. **Worksheet 15** provides a structured paragraph. By now your pupils may well have used this device many times if they have used *King John* or *Lost in Time* from the **This is History!** series. It is used again here because we know it works! It is important not to become complacent and think all pupils can automatically write well because the device is familiar to them. Most pupils in Year 8 (as well as at GCSE and A level!) need to be reminded to support their answer with evidence. The word bank may be useful for prompts or you may wish to cut these off if you start the exercise with a quick brainstorm.

### Unit 1.3 Did the Chartists succeed?

- ◆ Pupils' Book pages 24–35
- ◆ Worksheets 16–19

This unit investigates:

- ◆ the actions of the Chartists from 1838–48
- ◆ the fear of revolution in 1848 – was it real or imaginary?
- ◆ what the Chartists could claim as their successes
- ◆ if the reforms of the 1870s could be due to working men now voting.

Unit 1.3 ends with the first main part of the advertising campaign: the first poster based on improvements brought about by voting and page 2 of the leaflet. These bring together all of the work in Section 1: why people were willing to die for the vote.

Pages 24–25 are designed for pupils to build up their knowledge and understanding of the actions of both the Chartists and the government in 1842. The listening and speaking Activity means that pupils have to work together to make a joint decision and then compare their viewpoint with the 'opposition'. The skills involved are part of the wider citizenship strategy of pupils considering alternative viewpoints to their own. **Worksheet 16** is included as a stand-alone activity from the Pupils' Book. This gives you the opportunity to discuss the other side of the issues in 1842. Peel was the Tory Prime Minister who had to deal with the serious uprisings of that year. The narrative and questions allow pupils to think through the question, 'Was Peel a caring man?' This sheet could be used by the whole class with guidance from the teacher, or by the more able as an extension activity, bearing in mind the final activity is to write a hamburger paragraph unaided by the diagram. Alternatively it could be set as a homework task.

The events leading up to the rejection of the third petition in 1848 form the basis of the enquiry on pages 26 and 27. Pupils are asked to look at the conflicting viewpoints of Wellington and O'Connor. The Discussion Activity on page 27 will have a better outcome if some time in the lesson is first spent in discussion of what the class understand by the term 'revolution'. Building up your pupils' political literacy is all part of the history department's delivery of citizenship, especially QCA unit 12. **Worksheet 17** provides a significant thinking skills exercise on the question of why Chartism faded away. This is an additional activity that has both a sorting exercise and a written exercise. Sorting the cards helps pupils develop skills of classification. An alternative approach is to give pupils the cards and ask them to devise the categories into which they are sorted. After they have organised the cards into three categories, pupils can be given the double hamburger exercise to write up their ideas and form their own conclusions. This is an adapted version of the double hamburger as it is not asking pupils to think of the opposite argument but to rank reasons.

Pages 28–31 investigate the wider successes of working men after the decline of the Chartists. After all,

skilled men in towns could vote in 1867 – just nine years after the last Chartist meeting! By following the story of Joseph Taylor (an imaginary Chartist) on pages 28 and 29, pupils develop their understanding of the changes in the 1850s and 1860s, when life for the skilled workers was improving and there was less political activity. The second Discussion Activity on page 31 is an important link to Section 2 of the book where the more able pupils also have to consider whether the more violent actions of the suffragettes were the reason why they got the vote or if the vote was won by other events.

The unit finishes with the activities for the advertising campaign. Pupils will have built up considerable knowledge and understanding of the issues around the Chartists. However they may not have had much practice at constructing posters and leaflet writing using persuasive techniques. This is where pages 32–35 together with **Worksheets 18** and **19** give support in the form of modelled examples and writing tips. Warning! Do not start your class on Poster 1 before they have used **Worksheet 18**, which asks pupils to annotate adverts they are familiar with today following the questions suggested on the sheet. This is done to build up the confidence and skills of your pupils before they go on to design their own poster using their historical knowledge. Once they have understood the techniques used in contemporary adverts then they can tackle Poster 1, using the model on page 32, the help on page 33 and the improvements from pages 30 and 31. Notice that the advice given for successful poster techniques includes alliteration. You could have a class competition for the best slogans using this technique which would reinforce learning and also be fun to do.

Invest time drafting and finalising page 2 of the leaflet using the advice on page 35, as this will be useful when repeating the process on page 3 in Section 2. **Worksheet 19** gives an outline of the page layout together with more detailed persuasive writing tips as well as sentence starters and phrases. This gives the teacher the opportunity of copying the sheet so that pupils can then go on confidently to prepare their leaflet as a homework.

## ◆ Section 2

### Overview

- ◆ Worksheet 20

This section investigates the three themes of why women wanted the vote, how they went about achieving it and why they got it. Photographic evidence is used extensively rather than written sources or much narrative. This section gives pupils a wonderful opportunity to develop their visual awareness skills as well as question the use of photographs for the historian in such enquiries. The advertising campaign continues with another poster and page 3 of the leaflet. You can begin this section by asking, who had the vote in 1867 and who did not? The title of the book is brought home straight away when pupils see the spread of Emily Wilding Davison's funeral on pages 36 and 37. Encourage a questioning approach to Section 2 by

asking your pupils what questions they would like to ask about this picture. Use **Worksheet 20** to help your pupils to think of a whole host of historical questions as they begin this investigation.

### Unit 2.1 Why did women need the vote?

- ◆ Pupils' Book pages 38–41
- ◆ Worksheets 21–25

This is a short unit investigating the problems women faced at the end of the nineteenth century, leading pupils to think about why the right to vote was essential if things were going to improve. The unit starts with another visual source: George Hick's painting of the ideal woman. The purpose of examining the painting is to introduce one of the biggest problems facing women: the image that men had of women in marriage and in society. The picture can be used to decipher the message of the painter. Start by looking at the caption and asking good historical questions about this and the picture. **Worksheet 21** is useful for completing question 3 of Activity A on page 38. Asking pupils to use contemporary magazines and compare them to the image of women in the nineteenth century may be revealing to pupils in their similarity! You may wish to prepare for this activity a few lessons in advance by asking pupils to collect magazines as suggested and bring them into school. This way you can vet the content of the magazines which may well be very important!

You may wish to explain that although the painting is from 1863 and the 'magazine cover' from 1864, little had changed by the early 1900s so the suffragettes were still fighting Victorian attitudes.

The arguments against giving women the vote are summarised by the characters on page 39. **Worksheet 22** supports Activity B question 1 on page 39, providing counter-arguments and supporting evidence on which pupils can base their own arguments. **Worksheet 23** starts pupils off on the timeline (Activity 2), building up a chronological framework as they move through Section 2.

Pages 40 and 41 deal with the more practical difficulties facing women in the late nineteenth century – those of education and work. Pupils should be made aware of the class differences in the opportunities open to women such as the training (not education) that working-class girls received in preparation for jobs (not careers) in industry or service. **Worksheet 24** provides a structure for Activity A on page 41.

At the end of this unit, pupils start page 3 of their leaflet, 'Votes for Women'. The layout of the page should be similar to page 2 on the Chartists. Familiarity with the style helps pupils to build their confidence and refines their writing skills. Page 41 gives an outline of the content needed but pupils can also refer back to page 35 and **Worksheet 8** for a reminder of the persuasive writing tips. **Worksheet 25** also provides more detailed structure.

### Unit 2.2 How did women try to get the vote?

- ◆ Pupils' Book pages 42–53
- ◆ Worksheets 26–29

This unit focuses on the peaceful and more violent methods women used in their campaign for the vote. At the end of the unit, pupils should have an understanding of:

- ◆ why the WSPU was formed and who joined
- ◆ the peaceful methods used by the suffragettes to get publicity
- ◆ reasons why the suffragettes used violence
- ◆ how the government and other groups reacted to the campaign
- ◆ some of the advantages and disadvantages of using photographs as evidence.

When working through pages 42–43, aim to draw out three important things. First, the commitment to action, 'deeds not words', as a result of failure to get the vote by 1903. Link the idea of a memorable slogan to the advertising campaign activity. Second, an understanding of the type of women involved in the leadership (mainly middle class – few working-class women had time for this commitment). Finally, start to build up a picture from these pages of the methods used in campaigning. It is a good idea to make sure that pupils keep a chart, like the one in Activity 2, of suffragette actions and how the government reacted. In addition you may wish to use the timeline on **Worksheet 26** that allows pupils to develop a chronology and encourages them to group different types of actions. The range of methods to gain publicity is the focus of pages 44–45. Again link this with the advertising campaign by drawing attention to the careful planning that goes into targeting the audience. The Activity on page 45 is valuable to developing your pupils' skills in using this type of visual evidence. Draw out the purpose of the photographs and the various ways historians can use them. Ask pupils to consider whether suffragette supporters took the photographs purely as a record of their campaign or for some other purpose.

The 'purple, white and green' spread (pages 46–47) works extremely well with pupils. The comparison with the merchandising of a football club in Activity A brings the message home that this campaign was all about gaining publicity in as many places as possible. Using pictorial evidence here is as near as most pupils will get to examining suffragette artefacts. **Worksheet 27** is another sorting activity. It is important to build in as much active learning as possible, particularly for kinaesthetic learners. Sorting cards into categories by physically moving them about works at all ages.

The reactions of the government to the increasingly violent campaign are the focus of pages 48–51. The main point to make from page 48 is why 1910 was a turning point in the campaign. Encourage pupils to look at cause and consequence around the actions for the

change of heart by the government. The language of the suffragettes is also a discussion point: did they see themselves as an army fighting an oppressor? Refer back to Source 14 on page 47 and notice the child in a marching band. **Worksheet 28** supports Activity 4 on page 49 by giving pupils the chance to see if what they think Asquith might have done matches up to the reality on pages 50 and 51.

The posters, together with Activity B on page 51, give your pupils another opportunity to add to their understanding of the use of propaganda. **Worksheets 29A and B** take pupils through the different stages of interpreting posters as evidence. There is a lot of support deliberately built into this worksheet to build up pupils' skills gradually but successfully. This process was started on page 32 where pupils create their first poster but here moves on to using contemporary posters.

The unit ends with an investigation into the death of Emily Wilding Davison. Using the evidence and narrative provided on pages 52–53, pupils are invited to try to work out what might have happened. This will lead to a range of interesting stories. Pupils need to be reminded of the need to use supporting evidence. A speech or presentation to the whole class could be the outcome of the Activity and other pupils could give comments as to the likelihood or otherwise of the ideas put forward. The Discussion Activity on page 53 offers an interpretation exercise as well as finishing with an important reminder that the significance of the death of Emily might be an important addition to page 3 of the leaflet.

### Unit 2.3 Why did women get the vote?

- ◆ Pupils' Book pages 54–57
- ◆ Worksheets 30 and 31

This unit explores some of the reasons why women gained the vote in 1918. By the end of this unit pupils should have an understanding of:

- ◆ the response of the suffragettes to the war
- ◆ changes that occurred in the government because of the war
- ◆ a range of factors explaining why women got the vote.

This unit develops skills of understanding causation as pupils consider whether the actions of the suffragettes before the war was the most important reason why women gained the vote. You could start this unit by asking pupils what has happened so far in the campaign for women's suffrage; maybe refer to a timeline such as the one on **Worksheet 26**. Then state that Unit 2.2 ended with events in 1913 and that women were to get the vote in 1918. Have a class vote on how many believe that the suffragettes won the vote and keep a tally. After working through Activities A and B on pages 54 and 55, ask if some pupils have a different answer to the question and why. Note that pupils have another opportunity to practise their persuasive speech writing in Activity A, question 3 on page 54.

**Worksheet 30** supports this activity.

The concept map on **Worksheet 31** aims to help pupils to understand how a range of causes are linked.

This should be valuable preparation for completing the extended writing task on the second sheet. You may want to put the map onto an OHT as well as providing individual copies (perhaps enlarged to A3) and model the process of linking and explaining in a whole class discussion. Large copies of the completed concept maps can be put up on display boards as working examples for your class.

## ◆ Section 3

### Overview

Citizenship skills feature strongly in this section. Pupils link the important story of the Chartists and the suffragettes to the present day. The QCA unit 12 scheme of work matches this approach by asking pupils to consider what is the point of voting today (see Unit 3.2). Literacy and citizenship skills come together in the big finish with the completion of the advertising campaign and in particular the TV advert.

### Unit 3.1 Did voting make a difference?

- ◆ Pupils' Book pages 58–59
- ◆ Worksheets 32–34

At the end of this unit pupils should have considered and gained an understanding of:

- ◆ the changes that have come about as a result of ordinary people having the vote
- ◆ the nature of voting today
- ◆ the possible actions they can take to bring about changes in their lives.

This unit asks pupils to consider the changes that have happened to ordinary people as a result of working-class men and women being able to vote. This is shown in two simple spider diagrams. In 1884 the Third Reform Act was passed, which gave the vote to most working-class men including those in rural areas. Pupils could use the diagram on page 58 simply to understand the range of changes to ordinary lives. Alternatively they could use it to categorise changes into those concerned with politics or those connected to living standards, thus using the same categories as those for problems in Activity question 1 on page 23.

Page 59 brings together the wider improvements since women could vote in 1918. Note that in 1918 the vote was extended to more men as well – to those who otherwise would not have been enfranchised due to the residency qualification. Point out that some of these improvements affected women but some affected everyone: the NHS, minimum wage, pensions, etc. The second poster must focus on one improvement to women's lives due to being able to vote. It is important that pupils do not treat this as just changes *per se* but should understand the link with having the vote.

**Worksheet 32** supports this activity.

The Activity on page 59 directly addresses a key citizenship skill: making pupils consider how they can be active participants in society. Notice that the issues listed start with immediate local issues, but in your

discussions try to incorporate a national or international issue. **Worksheet 33** asks pupils to discuss with others, finishing with the idea that doing nothing is the worst choice of all. You may choose to end this section by using the 'living graph' of **Worksheet 34**. This is a thinking skills exercise that allows an overview of 1800–1920. Pupils imagine that they are a young working-class boy or girl in each of the years shown, and are asked to plot each event as a point on a scale of positive to negative emotion. The points are then joined up to show emotion over time. This way pupils plot the interpretation of events through the eyes of an individual. They learn how emotions may change in response to different events. Debriefing after the activity is important. This gives pupils the opportunity to compare emotions as well as listening to each other's thoughts. It is expected that there will be some variation between the graphs, perhaps between boys' and girls' results particularly. Pupils can be asked to follow up the activity in writing by explaining how they felt and why at particular points on the graph.

### Unit 3.2 Why is voting important?

- ◆ Pupils' Book pages 60–63
- ◆ Worksheets 35–37

Low turnouts in elections have been an issue in Britain for some years. This unit gives pupils the chance to bring together their historical understanding, citizenship and literacy skills by persuading people today to use their vote. By the end of the unit pupils should have developed:

- ◆ an understanding of the power of voting
- ◆ additional techniques used in producing posters
- ◆ the skills in writing a storyboard for a TV advert.

The image of people in South Africa queuing for days to vote is a powerful one to use in the classroom. Link this to improvements that are starting to be seen in living conditions to emphasise the connection with taking action and getting change. The Activity provides useful debating points on why some people value voting more than others. Poster 3 has a different emphasis from the others, extending pupils' familiarity with a range of persuasive messages. **Worksheet 35** repeats the 'take apart the poster' exercise with the example from page 61. If possible, show the poster to the pupils before they read page 61 or **Worksheet 35** and ask if they think the poster was made during or after the war. As a class, discuss the answers to question 2 on the worksheet.

The leaflet is completed with page 4 targeted at persuading voters today to use their vote. Here a new technique of persuasive writing is used – that of the chance of a better future. Pupils can return to the research they did for the Discussion Activity on page 3, and the questionnaires they carried out for **Worksheet 1**.

**Worksheet 36** provides structure and suggested techniques.

The TV advert is the biggest task in the advertising campaign and requires understanding of how adverts are put together. A storyboard is carefully modelled on page 63. Together with the preparation sheet from

**Worksheet 37**, this will give your pupils the knowledge and confidence needed to make a good job of their own advert using the blank storyboard provided. Storyboards for TV adverts are included in the Key Stage 3 Literacy strategy. This particular exercise was developed in consultation with an LEA Literacy consultant.

### Unit 3.3 Heroes and heroines

- ◆ Pupils' Book pages 64–65
- ◆ Worksheet 38

This is an important as well as a fun activity. Pupils are asked to choose an image and a slogan for the front cover of the leaflet. This makes them consider people's significance in history. Before starting this activity, the class could discuss the criteria for deciding someone's significance. They may have looked at this in 'King Cromwell?' and may do so again in *The Twentieth Century*. It is important that there is some discussion about the qualities that are looked for in a hero or heroine including the issue of whether they are always leaders or whether ordinary people could ever be heroes or heroines. The 'unknown suffragette' is a photograph of an unnamed woman in the exercise yard while in prison.

**Worksheet 38** not only provides help with making the cover, but also shows pupils how to bring all their work on the leaflet together. You may want to enlarge the pictures for pupils to cut out, or you could ask them to find their own pictures, perhaps on the internet.

### Unit 3.4 History is about us!

- ◆ Pupils' Book pages 66–67
- ◆ Worksheets 39–41

The concluding spread of *Dying for the Vote* provides pupils with the chance to think about what they have learned about who is important in history as well as charting progress in citizenship skills. The idea for the discussion cartoon characters came from reading Denis Shemilt's evaluation of the Schools History Project in 1980. The answers pupils gave in his research have always held some resonance: is history a 'hard' subject and can ordinary people ever be important enough to be 'in history'? The view of the girl that only people in the south *might* be important one day was fairly depressing. Perhaps this opens up a big historiography debate about significance, who writes history and how we select what we teach our pupils. This is why the fight for the vote by ordinary people is such an important one – ordinary people taking action to give us the rights we have today. **Worksheet 39** accompanies Activity questions 1 and 4.

In the citizenship web pupils use their reflective skills to record the three elements in citizenship: knowledge and understanding, skills of enquiry and communication, and active participation (**Worksheet 40**). This gives pupils information about themselves – that through history they have been developing skills that are useful in many areas of life. This also gives teachers a useful chart to plan and record pupils' progress in citizenship objectives.