

**Western Front Association** Explore I Learn I Share

**Week: 3 Year: 8 Module: Great War**

**Subject/Theme: Who were the Suffragettes?**

Learning Objective(s)

* **Know: the long term causes of the Great War**
* **Evaluate:** the causes and how they led to war.
* **Skills:** Cause, Consequence, Compare, Contrast, Evaluation & Judgment

Learning Outcomes

* All will be able to **describe who the Suffragists / Suffragettes were**
* Most will be able to **explain the methods the Suffragettes used to campaign**
* Some will be able to **analyse** sources and evaluate which methods would gain/lose support

Key Words / codes

AFL - student role

Literacy - **LTT** (Literacy through talk) **LTW** (Literacy through writing) **LTR** (Literacy through reading)

Numeracy- N

Teaching assistant

Session Plan – Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

Register students write out date and title

As students enter the room – play the song ‘March of the women’ link on the SMB – a song adopted by the Suffragettes (WSPU) Women’s Social and Political Union. Song was written in 1910 and was sung on marches and at rallies.

**Starter: KWL Grid** – give students table – they are to fill in the first 2 columns – they will revisit the third column at the end.

**Task 1 – Who were the Suffragists / Suffragettes?** **Student led task LTR/LTW**

Spit the class in half, 1 half to investigate the suffragists and the other half to investigate the suffragettes. Give the students the A4 Sheets. Students to fill in their section of the worksheet with what they consider to be appropriate information. Guide the students into focusing on;

* Who were they?
* Key figures
* Beliefs
* Methods of protest
* Treatment

Once students complete their section, ask for volunteers to feedback the information. Students will then complete the second half of the sheet as the students deliver the information.

**DVD – Watch the Suffragettes DVD Documentary**

# Min

10

15

10

15

# Min

15

15

5

10

Session Plan **CONTINUED**– Task List/Methodology (group work, teacher led etc. including differentiation)/Extension work***.***

**Task 2 – How did the Suffragettes campaign?** LTT/N

In pairs, students are to imagine they are Emmeline Pankhurst and look at how the Suffragettes spend their donations towards their causes. Using the A4 sheet students will see that certain actions cost a certain amount. They need to fill in the table and then complete the questions on the board based on the sheet.

Extension – See SMB

Go through answers

IF TIME

**Task 3 - What do the sources say about the Suffragettes?**

In pairs, using the source pack students to analyse the sources and complete their table.

Extension SEE SMB

Plenary - Complete last column on KWL sheet

**HOMEWORK**:

**PLEASE ENSURE THIS SIDE IS NOT ACCESSIBLE BY STUDENTS**

**Resources:**

**KWL grid**

**Task 1 sheets**

**DVD ‘Suffragettes’ Documentary**

**Task 2 sheets**

**Task 3 sources / table**

**Students - Causing Concern – MR/PT comment?**

**Students - Outstanding –MR/PT comment?**

**Session Evaluation - What needs to be changed? What went well?**

**Students to be stretched and challenged**:

**Strategy/Extension Tasks**:

Less support and more teacher led and open ended discussion

Extension questions throughout

**Students needing support:**

**Strategy/Support available:**

Directed/closed questioning

Directed and focused help for tasks

Use of textbook to direct all answers

**Assessment**

**Teacher**: Contribution to discussion

**Self**: Marking/group discussion and checking own work

**Peer Group**: Working in pairs. Class discussion