

Enquiry 3: Teachers' notes

Whose suffrage campaign story should we commemorate with a statue?

Enquiry overview

About the lessons

This series of lessons has been designed to help you mark the one hundredth anniversary of women's suffrage. It encourages students to think about why people are remembered with statues and to think about the significance of those involved in the suffrage campaign either at local or national level.

Key learning points

- Arguments for and against giving women the vote in the nineteenth century.
- The role played by the suffragettes, including Emmeline Pankhurst, and the suffragists in winning the vote for women.
- Controversy surrounding the statue of Millicent Fawcett.
- Stories of several individuals from the suffrage database and how they contributed to the female suffrage campaign.
- Why people today choose to remember people in the past with statues.

Outline

The enquiry encourages students to assess the significance of different campaigners for female suffrage through focusing on the creation of commemorative statues.

The enquiry begins by studying the new statues of Emmeline Pankhurst in Manchester and Alice Hawkins in Leicester to help students draw out the criteria for why people today might choose to put up statues of people from the past. Keeping these criteria in mind, students then study the contribution made by a variety of women to the campaign for female suffrage, through a series of case studies and the online database. In light of their criteria, students then reach their own judgment about whose suffrage campaign they wish to commemorate and design their own statue to do so.

Lessons

The content is appropriate for addressing the relevant requirements of the National Curriculum, and teaches

about suffrage in history as well as homing in on issues of significance and remembrance.

The lessons are designed for use with Key Stage 3 students and may be adapted for use with Key Stage 4. At the start or end of each lesson, there is a recap or plenary to help teachers check that students have grasped the knowledge or developed their thinking from previous sections.

Rationale for the enquiry:

i) Scholarly rationale

This enquiry allows students to go beyond the more prominent figures in the suffrage campaign, like Emmeline Pankhurst and Millicent Fawcett, and study some lesser-known figures who also played an important part in the suffrage campaign. It is all too easy when telling the story of the suffrage campaign to focus on the leaders of the suffragists and suffragettes and miss out the thousands of other women who contributed to the campaign. Since the 1970s, feminist historians have been looking

to uncover hidden histories from the suffrage campaign, and this enquiry similarly looks to remember these perhaps-unknown individuals, by giving students a chance to study the stories of individuals like Selina Cooper and Hannah Mitchell, whose contributions to the suffrage campaign have been brought to light by these historians.

ii) Curricular rationale

- a) Students to reach their own judgements about historical significance

This enquiry allows students to wrestle with the concept of historical significance as they judge for themselves whose suffrage campaign story they think deserves to be commemorated with a statue. By studying why the people of Manchester and Leicester have chosen to commemorate Emmeline Pankhurst and Alice Hawkins respectively, students will explore the criteria by which others have judged certain individuals to be historically significant and thus worthy of commemoration. Through looking at these very different

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choices, students will be encouraged to recognise how judgements of historical significance are influenced not only by the actions of those in the past, but also by those doing the remembering in the present as they look to connect with the past. This will allow students to assess the historical significance of suffrage campaigners based on a variety of criteria (e.g. achieving change, inspiring others, identifiable with a place or class), before choosing which criterion to prioritise as they decide on

the suffrage campaign story they want to commemorate.

- b) Giving students a chance to identify with individuals from the past

This enquiry makes use of the massive database of suffrage campaigners to encourage students to find the story of individuals from a similar place and background to them. Furthermore, the case studies of suffrage campaigners have been carefully chosen to represent a variety

of classes and backgrounds, ranging from a princess of Indian heritage, to a well-educated, middle-class woman, to very poor, working-class women. It is hoped that this will make it possible for students to connect the history of their own community with that of the wider suffrage campaign, much like the communities of Manchester and Leicester have looked to do with their statues of Emmeline Pankhurst and Alice Hawkins respectively.

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Breakdown of the scheme of work

The enquiry comprises five lessons. It is envisioned that it would be taught in Year 9, perhaps as part of a wider study of how Britain gradually became more democratic across the nineteenth and twentieth centuries. The enquiry could be taught alongside another

enquiry studying the reform movements of the nineteenth century, but could also serve as a stand-alone enquiry on the female suffrage campaign. It is thought that, by teaching the enquiry in Year 9, it could build on previous work done by students on historical

significance earlier in Key Stage 3.

The overview of the scheme of work below shows both the historical content and historical thinking that students will be engaging with in each lesson:

Lesson	Students will know	Students will think:
L1: Why did Manchester City Council pay for a statue of Emmeline Pankhurst?	<ul style="list-style-type: none"> Arguments for and against giving women the vote in the nineteenth century. The role played by the suffragettes, including Emmeline Pankhurst, and the suffragettes in winning the vote for women. 	<ul style="list-style-type: none"> Why Manchester City Council decided to spend money on a statue of Emmeline Pankhurst. Why people from today choose to put up statues of people from the past.
L2: Why is there a statue of Alice Hawkins in Leicester?	<ul style="list-style-type: none"> How Alice Hawkins contributed to the campaign for female suffrage. That their enquiry question is: Whose suffrage campaign story should we commemorate with a statue? 	<ul style="list-style-type: none"> Why the people of Leicester wanted a statue of Alice Hawkins. Why people from today choose to put up statues of people from the past. How people (including themselves) respond to various famous statues.
L3: Whose suffrage campaign story should we commemorate with a statue?	<ul style="list-style-type: none"> Controversy surrounding the statue of Millicent Fawcett. Stories of Elizabeth Garrett Anderson, Selina Cooper, Hannah Mitchell and Princess Sophia Duleep Singh, focusing on their achievements and their contribution to the female suffrage campaign. 	<ul style="list-style-type: none"> Based on their criteria, whose suffrage campaign story would they commemorate with a statue? Garrett Anderson, Cooper, Mitchell, Duleep Singh or Fawcett?
L4: Whose suffrage campaign story should we commemorate with a statue?	<ul style="list-style-type: none"> Stories of several individuals from the suffrage database and how they contributed to the female suffrage campaign. 	<ul style="list-style-type: none"> How history can be used to teach a moral lesson in the present. Which of the stories in the suffrage database relate to and inspire them. Based on their criteria and considering all the individuals they have studied, whose suffrage campaign story would they commemorate with a statue? Why?
L5: Whose suffrage campaign story should we commemorate with a statue?		<ul style="list-style-type: none"> How to design their statue, considering the design, location and plaque.

Lesson 1:

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Why did Manchester City Council pay for a statue of Emmeline Pankhurst?

Starter: (Slide 5)

Introduce the lesson with the image of the maquette of the statue of Emmeline Pankhurst on the PowerPoint. Ask students what they can see, how they would describe the woman in the picture and what they think they might be

looking at. You are not looking for students to know the answers at this stage, but to have engaged with the picture.

Activity 1: (Slides 6–10, Resources pp. 1–2)

Use the PowerPoint to give the students more information about the picture they have been looking at. Point out that this is a maquette for a statue. This is not yet a statue – this is something that is in the process of happening. In other words, try to impress on the students that the issues they are about to consider are not academic, removed or distant, but of concern to people today.

Give a very brief introduction to Emmeline Pankhurst. This is not the time to give lots of detail about Pankhurst's life and achievements; this is merely an introduction to the idea that students will be studying her.

Whole-class discussion: Why does Manchester want to commemorate her? Use the article from the *Manchester Evening News* on the resource sheet and questions from the slides to draw out how Pankhurst is described in the article. You will need to emphasise that she campaigned for the right of women to vote. More detailed speculation about why this is pertinent to Manchester can be held in reserve for later in the lesson.

Activity 2: (Slides 11–12, Resources pp. 3–8)

Why did women need to campaign for the vote? Students may not realise why it was necessary for women to campaign for the right to vote and what arguments could be used to justify such sexism. To help, they can colour-code the **Arguments** on the resource sheet from the nineteenth and early twentieth centuries, deciding which ones were arguments used to support the idea of women's suffrage and which were used against it.

So, if there was a campaign for women to have the vote, what part does Pankhurst play? Why do some people think that her part in the campaign is worthy of remembering with a statue? Use the **Short history** resource sheet (there is a simpler version for students for whom reading is more of a challenge, **Very short history**). Students can use this to work out what Pankhurst did and, therefore, infer why people might think she is of historical significance.

Activity 3: (Slides 13–14, Resources pp. 1–2)

Why does *Manchester* want to commemorate her? Return to the description of Pankhurst from the *Manchester Evening News* on the resource sheet. Note that she is described as being 'Mancunian' twice in the article. For the author, she is not just a woman who fought to make Britain better; she is a woman *from Manchester* who fought to make Britain better.

So, why in St. Peter's Square? The next slide gives students information about St. Peter's Square and points out that it is a place with a connection to struggles for democracy. The siting of the statue of a Mancunian woman in St. Peter's Square to commemorate the centenary of women getting the vote is not accidental and has many resonances.

Lesson 1:

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Why did Manchester City Council pay for a statue of Emmeline Pankhurst?

Activity 3: (Slide 15)

Activity: Whose suffrage campaign story should we commemorate with a statue? Use the PowerPoint to introduce the enquiry question. Recap what students have learned this lesson by asking them to create a spider diagram ('Why do people today choose to put up statues of people from the past?'). From this lesson, they might suggest ideas to do with moral examples, impressive contributions, anniversaries and local resonances. The contents of this diagram will be the significance criteria on which students will judge other suffrage campaigners' stories, on their journey to deciding which of those stories they believe is most deserving of commemoration.

Plenary: (Slide 16)

Whole-class discussion of spider diagrams.

Final question: Why do people put up statues of people from the past?

Resources needed:

- Enquiry 3 PowerPoint Lesson 1
- Enquiry 3 Lesson 1 Resource Sheets pp. 1–8

Lesson 2:

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Why is there a statue of Alice Hawkins in Leicester?

Recap and answers: (Slide 5)

Begin by showing students the video hyperlinked from the PowerPoint.

It is probable that some students will assume that this is the statue of Emmeline Pankhurst that was discussed last lesson. This is not a problem; in fact, asking students why they think it might be Pankhurst's statue would be the perfect way to recap the previous lesson. (Alternatively, you could ask how they know it is not Pankhurst's statue to do the same job.)

Starter: (Slides 6-8)

Use the PowerPoint and the website biography to introduce the story of Alice Hawkins.

Activity 1: (Slides 9-10, Resources p. 9)

Hawkins was not mentioned in the brief overview of the suffrage movement that students read last lesson, so it is not unreasonable to ask them to speculate why the people of Leicester didn't want a statue of one of the Pankhursts but did want Hawkins. Use the Leicester councillor's letter on the resource sheet and the PowerPoint to answer this question.

One of the reasons that the Hawkins statue may be seen as different from the proposed Pankhurst statue has to do with class. Not only is Hawkins from Leicester, but she was working class. The Leicester councillor's letter points this out and claims that 'more affluent' campaigners have already been recognised.

Whole-class discussion: Do we have a duty to tell stories that have been forgotten or not yet heard?

Activity 2: (Slides 11-13, Resources pp. 10-13)

Activity: Encourage students to add ideas about class and obscurity to their spider diagrams from last lesson.

Introduce the enquiry task. Use the quotation from podcaster and historian Nate Dimeo to make the point that statues are not value-neutral. They are about the time of their creation as much as they are about the past – statues are not about what happened; they are about what we value.

To illustrate this point, use the examples of controversial statues from the Statues in the news resource sheets. The point of this task is to show students that statues are things that get people excited and get people angry, and that they reflect the values of the people who erected them. Ideally, some of these statues will elicit a personal response from the students. Asking what reaction they think a statue about the campaign for female suffrage should get would be a nice way to end the lesson.

Plenary: (Slide 14)

Whole-class discussion of spider diagrams.

Final question: Why do people put up statues of people from the past?

Resources needed:

- Enquiry 3 PowerPoint Lesson 2
- Enquiry 3 Lesson 2 Resource Sheets pp. 9-13

Lesson 3:

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Whose suffrage campaign story should we commemorate with a statue? (Part 1)

Recap and answers: (Slide 5)

Start the lesson with the image on the PowerPoint. If students assume that this is Pankhurst or Hawkins, recap the previous lessons' learning by asking them to justify that answer. However, it is more likely that you will need to recap what they have learned by asking how they know it is not Hawkins or Pankhurst.

(Slides 6–7, Resources pp. 14-15)

Use the PowerPoint and the clip from BBC News to explain the origins of the new Millicent Fawcett statue in Parliament Square. The Fawcett statue multiple-choice question resource sheet is not designed to be challenging, but is

designed to focus students' attention (hence question 4 having more than one correct answer) and give them an answer to the questions about why Criado-Perez wanted a statue of Fawcett.

Activity 1: (Slides 8-10, Resources p. 16)

Use the PowerPoint and the Purvis letter resource sheet to introduce the idea that even this statue is not without controversy, as some felt that Fawcett was not representative of the struggle for votes for women and that, as a suffragist, she did not represent the desire, stated in the original petition, to have a 'suffragette' commemorated.

Whole-class discussion: Ask students to briefly discuss the recap questions on the PowerPoint.

Activity 2: (Slide 10, Resources pp. 17-21)

Perhaps one of the stories of the four women profiled in the **Case studies** better deserves commemoration? (Obviously, 'deserves' in this context is a loaded word. How far you and your students choose to address this depends on the opportunities and limitations presented by circumstance.) Provide students with copies of the case studies in pairs or groups and allow them to discuss and complete the **Comparison table**. Discussions could be fed back to the class.

Activity 3: (Slide 11)

Activity: Ask students to return to their spider diagrams of significance criteria. Now that students have encountered a number of individuals within the suffrage movement, use the questions on Slide 9 to begin to play with the application of these criteria to real people's stories.

Plenary: (Slide 12)

Whole-class discussion of spider diagrams.

Final question: Why do people put up statues of people from the past?

Resources needed:

- Enquiry 3 PowerPoint Lesson 3
- Enquiry 3 Lesson 3 Resource Sheets pp. 14-21

Lesson 4:

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Whose suffrage campaign story should we commemorate with a statue? (Part 2)

Recap and answers: (Slide 5)

Whole-class discussion: Whose suffrage campaign story should we commemorate with a statue? Based on the individuals that students have met so far, who (if any) do they feel should be commemorated? How far do these people meet the significance criteria they have been developing? Are there any important criteria that these people don't meet? In which case, what kind of person might students be looking for?

Starter: (Slides 6–8)

Use the PowerPoint to show the students the cover of *Good Night Stories for Rebel Girls* and ask them what they think this book might be about. Click through to give more information about the book before asking: Why did Cavallo

and Favilli choose to write a book about 100 extraordinary women? At first, students' answers will probably be quite brief.

Activity 1: (Slides 9–14)

Use the PowerPoint slides and the hyperlinked video to help students understand the answer that the authors felt that women were under-represented in culture and history and that they were deliberately trying to re-balance that with their book.

Use the history book examples given to reiterate this point before asking the same question again. This time, students' answers should be more fulsome.

Activity 2: (Slides 15-19)

Use the PowerPoint to refer back to what Caroline Criado-Perez said about her reasons for the statue of Fawcett in Parliament Square: re-balancing history.

Click to reveal the *Manchester Evening News* article from the first lesson using the PowerPoint, and highlight the claim by the schoolgirl that the Pankhurst statue would help change the world – not just remember a woman's actions.

Continue with the PowerPoint to point out that Alice Hawkins' relatives think that remembering her is a lesson in 'citizenship'.

All of these things, whether you agree with it or not, the book, the statues, have a moral purpose.

Activity 3: (Slides 20-21, Resources p. 22)

Use the questions on the PowerPoint to get students to begin to think about whose story they would like to emphasise.

Activity: Students interrogate the suffrage database using the **Database questions** resource sheet to find stories that they might want to tell. In order to find stories, it may be necessary to show students how to search for individuals by name, activity or place/region and how to filter records and count and average numbers to look for interesting examples or find interesting patterns.

Plenary: (Slide 22)

Whole-class discussion of spider diagrams.

Final question: Why do people put up statues of people from the past?

Resources needed:

- Enquiry 3 PowerPoint Lesson 4
- Enquiry 3 Lesson 4 Resource Sheet p. 22
- Suffrage database (www.suffrageresources.org.uk/database)

Lesson 5:

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Whose suffrage campaign story should we commemorate with a statue? (Part 3)

Recap and answers: (Slide 5)

Now that students have interrogated the database, return to the question that was asked last lesson. Who should be commemorated? If they decide it should be someone from the database or case studies, who have they found that they feel should have a statue? Why does this person meet their criteria?

Starter: (Slides 6–9)

Use the PowerPoint to ask students what different impressions are given by the dress of the two example 'statues', body language, location and caption. All of this is to point out that the impression given by statues

comes from the design and location. Students will have to think about all of these things when thinking about their own designs.

Activity 1: (Slides 10–11)

Outcome activity: Using the instructions on the PowerPoint, students should choose a historical figure (or figures) and design a statue to commemorate them.

They should be clear about who they are choosing and should use information from the lessons, the case studies and/or the database (and/or independent research if appropriate) and should know something of that person, or group's, story.

They should be clear about why they are choosing who they are choosing and should apply (some of) the significance criteria from their spider diagram to do so.

Their design should reflect what they want to say about their subject's, or subjects', role in the campaign for female suffrage.

Size, scale, nature and detail of design is at your discretion, as is any accompanying explanatory written task.

Plenary: (Slide 12)

Whole-class discussion. Students should explain their choices for their statues as they reveal them to the class.

Final question: Why do people put up statues of people from the past?

Resources needed:

- Enquiry 3 PowerPoint Lesson 5