

England: Suffer and suffrage

Level: Intermediate

Age: Teenagers / Young adults

Duration: Approx. 60 minutes

Aims: In this lesson the students will:

1. learn about Emmeline Pankhurst and the suffragettes;
2. learn a range of language related to political struggle – *protest, to bring about change, petitions, demonstration, politicians, equal rights, revolution, support, freedom, break the law, vote, take notice, women's suffrage*
3. practise extensive and intensive listening and a range of listening sub-skills, including listening for specific information and gist;
4. complete a memory recall comprehension task to consolidate the story and new language;
5. have a discussion about political values using a variety of agreeing / disagreeing phrases.

Materials: one copy of the worksheet per student; Track 1 (introduction); Track 2 (remaining audio) – all downloaded from onestopenglish

Summary: Journey back in time with time-travelling teenager Amber Adams to meet the courageous Emmeline Pankhurst and find out why the right to vote is so important!

Warmer

Aim: to introduce students to the character of Amber, the secret watch and Emmeline Pankhurst

1. Play Track 1 (introduction). At this stage, don't worry about pre-teaching vocabulary, encourage your students to simply listen for enjoyment. Stress that they don't need to write anything down.

2. After listening to the introduction, discuss the answers to the following questions with the whole class:

- Who is Amber Adams?
- Who does she go back in time to find?

Reading task

Hand out the student worksheet and ask students to read the excerpt taken from *England – A Macmillan Cultural Reader* by Rachel Bladon. Ask them to read and answer the comprehension questions below it.

Key:

1. Rich people lived well, with beautiful houses and servants.
2. Poor people had few clothes, little to eat and poor children were often unwell.

3. People expected women to stay at home with their families, they could not get well-paid jobs, it was hard to go to university and they were not allowed to vote.

4. A group of women who organized meetings and marches to give women the vote.

5. The leader of the suffragettes.

Language task

Aim: to focus on a range of language related to political struggle

Direct your students to the language task on the worksheet and ask them to fill the sentence gaps with the language items in the box.

Key: 1. equal rights 2. demonstration
3. politicians 4. vote 5. petitions 6. take notice
7. revolution 8. bring about change 9. support
10. freedom 11. break the law
12. women's suffrage

Listening task

Aim: to practise listening for gist

1. Direct students to the listening task on the worksheet and explain that they need to listen for the answers to the questions.

2. Play Track 2 (remaining audio).

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Key: 1. Emmeline Pankhurst 2. because Amber is worried about violent action i.e smashing windows and burning down houses

Memory task

Aim: to allow students to fully consolidate what they have heard

Put students into small groups and ask them to work together to see how much of the story they can remember.

Key: 1. because she thinks she's dressed as a boy 2. a hammer 3. because the suffragettes have tried everything to bring about change peacefully but it hasn't worked 4. they've presented the government with petitions and held huge demonstrations 5. if they break the law the government will be forced to listen 6. the house is empty 7. violence 8. freedom or death! 9. because it will be front page news in the morning 10. the school hall to vote

Speaking task

Aim: To consolidate and personalize the themes and language of the lesson

In the same groups as before, ask your students to discuss the questions and to look at the language box of useful agreeing / disagreeing phrases to include in their discussions.

Note: Encourage debate and monitor discussions closely. If you feel the class are lacking in strong opinions, include some possible opinions to get things started.

Extension activities

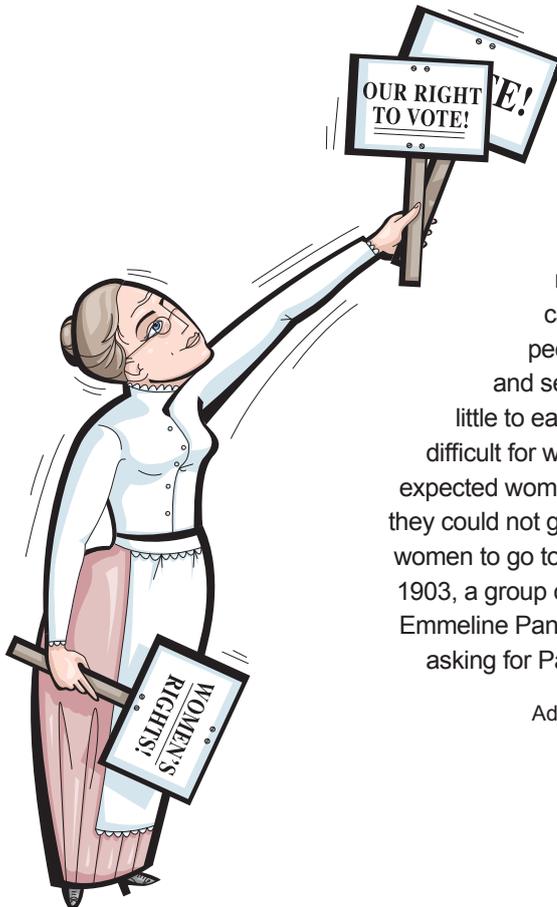
- Ask students to choose a question from the Speaking task to write up. Students should write a conversation between two people with opposing views, using the agreeing / disagreeing phrases from the worksheet.
- Ask students to choose an inspirational person to research using the internet. They could then present their findings to the rest of the class.

To find out more about England with your students, why not explore Macmillan's Cultural Reader, *England* <http://www.macmillanreaders.com/macmillan-cultural-readers>

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Reading task

Read the text below about the suffragettes and answer the questions.



In the early 1900s, the UK was one of the most powerful countries in the world with a big empire. The industrial revolution was changing many people's lives, and steamships and cars were widely used for the first time. Rich people lived very well, with beautiful houses and servants, but poor people had few clothes, little to eat and their children were often ill. Life was difficult for women in the UK at this time too. People expected women to stay at home with their families and they could not get well-paid jobs. It was very difficult for women to go to university and they could not vote. In 1903, a group of women called the suffragettes, led by Emmeline Pankhurst, organized meetings and marches, asking for Parliament to give women the vote.

Adapted from *England* (Macmillan Cultural Readers)
by Rachel Bladon

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1. What was life like in the UK for rich people in the early 1900s?
2. What was life like for poor people?
3. What was life like for women?
4. Who were the suffragettes?
5. Who was Emmeline Pankhurst?

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Language task

In Amber's adventure you hear language related to Emmeline Pankhurst and the suffragettes. Complete the sentences below with the words or phrases from the box.

bring about change	petitions	demonstration	freedom
politicians	equal rights	revolution	support
break the law	vote	take notice	women's suffrage

1. I believe in _____, it doesn't matter if you are a man or woman you should be treated the same!
2. A _____ is an occasion when a large group of people protest about something.
3. It is important for _____ to listen to the people.
4. I can't wait to be eighteen as I'll finally be able to _____.
5. I get sent online _____ all the time. Some I sign, others I ignore.
6. If we get our campaign on the front page of the newspaper, surely people will _____.
7. If enough people want change, it can lead to a _____.
8. If we work together we can _____!
9. I fully _____ the strikes. The working conditions and pay in the factory is terrible!
10. I believe in _____ and not oppression!
11. If you _____ you will end up in prison.
12. _____ is the movement that gave women the right to vote.

Listening task

Listen to the story and answer the questions below.

1. Who does Amber meet as she goes back in time?
2. Why does Amber worry about what Emmeline Pankhurst is doing?

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Memory task

Working in small groups, see what you can remember by answering the following questions:

1. Why does Emmeline Pankhurst think Amber is in disguise?
2. What does Emmeline hand to Amber?
3. Why does Emmeline smash windows?
4. What have the suffragettes tried to do 'to bring about change' peacefully?
5. Why does Emmeline think the government will no longer be able to ignore the suffragettes?
6. Why won't anybody be hurt, if Emmeline burns down the house?
7. What does Emmeline say is a part of almost every revolution?
8. As Emmeline sets fire to the house, what does she shout?
9. Why is Emmeline happy to be arrested?
10. When Amber returns to her classroom where does she go and why?

Speaking task

Discuss the following questions in your groups. Use the phrases from the language box below.

I agree ...

I couldn't agree more

That's exactly how I feel

I mostly agree ...

I agree to a certain extent

I'm on the fence

I don't quite see it that way

I totally disagree

As a matter of fact ...

1. Do you empathize with Emmeline Pankhurst?
2. In the listening Emmeline says a famous phrase – '*Deeds not words, my dear. Deeds. Not. Words!*' What do you think she means by this and do you agree?
3. Are there any groups like the suffragettes from your country, either today or in the past?
4. Do you feel you live in a society where men and women share equal rights?
5. Do you know any other inspirational women?
6. What would you like to change in your country?

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Amber: Hi! I'm Amber, Amber Adams! Now keep this to yourself, but I've got something amazing to show you! OK, it's a watch. But it's not just any old watch – listen to what happens when I touch it! I can use it to travel through time to anywhere I want to go. So, what do you reckon? Are you ready to come on an adventure?

Track 1

History teacher: OK, that's about all we've got time for today. Now don't forget to bring your politics coursebooks to class tomorrow, when we'll be learning about **women's suffrage** in the early 20th century. And don't forget to go to the school hall and **vote** in the student elections! Are you going to vote in the elections Amber?

Amber: What's the point? Nothing's going to change. One vote isn't going to make a difference.

History teacher: Ah, the youth of today! Emmeline Pankhurst would be turning in her grave.

Amber: Who's Emmeline Pankhurst?

History teacher: Someone who understood that *every single vote* is important. Look her up in your coursebook Amber. Oh, I do love that watch of yours ...

Crowd: Votes for Women! Votes for Women! Votes for Women!

Emmeline: Are you ready? Here's the alleyway, we can slip away through the crowd and no one will see us. Let's go! Good to meet you sister and I do like your disguise – they'll never suspect you dressed like a boy! Come with me. What's your name?

Track 2

Amber: Amber Adams.

Emmeline: And I'm Emmeline Pankhurst. Take this hammer, Miss Adams.

Amber: What for? Hey! What are you doing?

Emmeline: I'm doing whatever I have to in order to ensure that women as well as men are allowed to vote.

Amber: But smashing windows? What happened to peaceful protest?

Emmeline: Peaceful? We have tried everything we can to **bring about change** peacefully. We have presented the government with **petitions**; we've held huge meetings and public **demonstrations**. At first we were just ignored and then they began arresting us simply for asking for **equal rights**! We have no other choice but to **break the law** in order to force the **politicians** to listen!

Amber: Well, I've always been taught that violence isn't the answer to anything.

Emmeline: Let me tell you a story, Miss Adams. There are two babies, both hungry. One is a calm and quiet baby and the other is a noisy baby who cries, screams and kicks until it has been fed. Well, I think we both know which baby will be fed first ...

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- Amber:** But surely breaking the law can't be the only way?
- Emmeline:** We don't want to be law breakers, Miss Adams. We want to be law makers! We demand equality and we will get it! You know our motto – deeds not words, my dear. Deeds. Not. Words!
- Policeman:** Oi! There they are.
- Emmeline:** Come this way. When a woman decides to do something, nothing in the world can stop her.
- Amber:** How can you expect people to **support** you if you damage their property?
- Emmeline:** We are not looking for support. Half the country are women, we have all the support we need! What we want is for the government to stand up and **take notice** of us. Every day from now on we will be on the front pages of all the newspapers and the government will no longer be able to ignore us.
- Amber:** What ... What are you doing?
- Emmeline:** I am going to burn this house down.
- Amber:** No!
- Emmeline:** Don't worry, it's empty, no one will be hurt.
- Amber:** But if you destroy people's homes, how can you hope that they'll respect you?
- Emmeline:** Look at the history of **revolution** – there is almost always violence. We have been forced to become soldiers and we are fighting a war for our **freedom** and our rights. The politicians will wake up and realize that women must have the vote, and that things are going to be very, very uncomfortable until that happens.
- Amber:** But surely people are going to get hurt?
- Emmeline:** I have never, ever wanted anyone to be hurt and I strongly believe that we must respect all human life. But listen Amber, you must not forget why we are doing this, because without the vote women will never, ever be truly free. I hope that future generations will understand why every single vote is so very important and why a vote should never be wasted.
- Amber:** I understand what you're saying Mrs. Pankhurst and I promise that I'll never waste a vote.
- Emmeline:** That is good to hear Amber and I promise to do everything in my power to help you get that vote, beginning with burning down this empty house. I am sending a message to the government and putting the politicians in a position where they will have to choose

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between giving us our freedom or giving us our death. Freedom or death! Quick! We need to get out of here!

Amber: The police are coming! Oh no, this alleyway is a dead end!

Emmeline: Good.

Amber: Good?

Emmeline: Yes, let them arrest us. We'll be front page news in the morning. This is our struggle Amber, but one day we will have our freedom. Votes for women!

Policeman: Come 'ere. You're nicked!

Emmeline

and Amber: Votes for women! Votes for women!

History teacher: Amber? Are you OK? I was only asking about your watch. Amber? Amber, where are you going?

Amber: To the school hall. To vote! Votes for women! Votes for women! Votes for women!

History teacher: Yes, absolutely. Votes for everyone.