

A **FREE** RESOURCE FOR TEACHERS!

# S U F F R A G E T T E

## Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

## SYNOPSIS

*Suffragette* tells the story of Maud Watts, a working-class Londoner who joins the fight to win the vote for women in Britain. It begins in 1912, when the campaign for the vote has become more militant.

Maud lives with her husband, Sonny and young son, George in the East End of London, a very poor area at this time. Working-class people worked very long hours and many lived in terrible conditions. Life was particularly hard for women, who often worked harder than men for less money, and also had to manage the household.

Maud and her family live in one room, and Maud and Sonny work at a laundry. The women do the washing and ironing, while the men make the deliveries and service the machines. Maud started at the laundry when she was seven, and has hardly had any education. She has also had to put up with sexual advances from the laundry owner, Mr Taylor. If she complained, she would lose her job.

In Bethnal Green, there is a group of suffragettes, led by Edith Ellyn who runs a local chemist's. At first, Maud is horrified by the violence of the suffragettes, who break the windows of London's famous department stores. However, gradually she changes her mind, and slowly becomes drawn to the cause. She speaks in Parliament, spends a week in prison for protesting, and meets Emmeline Pankhurst, the real-life leader of the suffragettes. The more involved Maud becomes, the more she loses: her husband throws her out, she is separated from her son, and she loses her job. In response, Maud

becomes more militant, first blowing up postboxes and then a government minister's country home. She spends more time in prison and she goes on hunger strike.

The story's climax takes place at Epsom racecourse where Maud has gone with Emily Davison, another real-life suffragette, to wave the suffragette flag in front of the King George V. However, unbeknown to Maud, Emily has other plans and throws herself in front of the King's horse. She is killed instantly. Emily becomes a martyr, with thousands of women joining the suffragettes in her memory. The suffragette's battle is almost won, and Maud has played a big part in it. She has sacrificed everything, but she has found a voice.

## THE BACK STORY

*Suffragette* is a film about social and political change in Britain just before World War One, told through the personal story of one working-class woman. It was made by a team of female film-makers and actors, including Carey Mulligan and Meryl Streep.

Women in Britain won the vote in 1918, but only for women over the age of 30 who owned property. The full vote came for all women over the age of 21 in 1928.

## MEDIA LINKS

**DVD:** A DVD of *Suffragette* is currently available.

**CD:** A recording of *Suffragette* accompanies the Scholastic Reader, read by Harriet Kershaw.

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right story for your class? What do your students know about the suffragette movement? Try to generate interest with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. All answers are on page 4 of this resource sheet.

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

### Using the DVD

Select the English language option on the DVD. The running time is 106 minutes. Select key scenes to show in parallel with the class reading schedule.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Fact File

Set this as self-study or use for whole class work. It tells the wider story of the suffragette campaign for votes for women in Britain.

### What did they think?

Get everyone to do a written or spoken review of *Suffragette*. Compare opinions. Did you like it? Let us know at:

[elt@scholastic.co.uk](mailto:elt@scholastic.co.uk)

RESOURCE SHEET STUDENT ACTIVITIES

S U F F R A G E T T E



People and places / The story so far

1 Write the correct names and places.

- a) the wife of a Member of Parliament (MP) .....
- b) the husband of a chemist .....
- c) the leader of the suffragettes .....
- d) the father of Maud's son .....
- e) a businessman .....
- f) where the MPs meet .....
- g) a poor part of London .....

2 Correct the mistake in each sentence.

- a) In 1912, there were a few women Members of Parliament. .... *no* .....
- b) Men and women looked after the children in Britain's homes. ....
- c) The suffragettes were the first people to ask for votes for women. ....
- d) Emmeline Pankhurst wanted women in the WSPU to talk not act. ....
- e) The campaign was on the front pages of the newspapers between 1903 and 1912. ....
- f) Mrs Pankhurst and her militant women hated the name 'suffragettes'. ....

Chapters 1-3

1 Complete the gaps with the names below.

Mrs Garston Maud Violet Miller Mrs Pankhurst Mr Taylor

- a) ..... sends Maud up to the West End.
- b) One of the women throwing stones is .....
- c) ..... trips when she is trying to get away from the trouble.
- d) ..... looks after George while Maud and Sonny are at work.
- e) ..... has gone into hiding.

2 Are these sentences true (T) or false (F)?

- a) Violet has worked at the Glass House Laundry for years.  F
- b) Violet invites Maud to a suffragette meeting.
- c) The laundry is an unhealthy place to work.
- d) Alice Haughton is uncomfortable when the men jeer.
- e) Alice Haughton is looking for a laundry worker to speak at the House of Commons.
- f) Maud is a suffragette.

3 Work with a partner. You work in the Glass House Laundry. The other workers have chosen you to speak to Mr Taylor about working hours, pay and safety in the laundry. Make a list of things you are going to say to him.

Chapters 4-5

1 A reporter made notes while Maud was speaking to Mr Lloyd George. Circle the correct word(s) in italics.

Name: Maud Watts Age: 24  
Place of work: Glass House Laundry

Mrs Watts was born (a) *in the laundry* / *at home*. Her (b) *mother* / *father* worked at the laundry from the age of (c) *14* / *24*.

Mrs Watts's mother died when Maud was four after an accident with (d) *a machine* / *hot water*. Maud started working at the laundry when she was (e) *7* / *12*. She became (f) *head washer* / *manager* at the age of 17. Now she manages the (g) *whole laundry* / *women workers*. The laundry women get coughs from (h) *smoking* / *the chemicals*, burns and headaches. (i) *The men* / *Some of the women* are able to work in the fresh air.

2 Are these sentences true (T) or false (F)?

- a) Maud is worried about the men at work.  F
- b) Edith heard that Maud spoke well at the House of Commons.
- c) Edith's husband knows more about chemistry than she does.
- d) Edith hoped to have daughters.
- e) A seaside holiday is too expensive for Maud and Sonny.
- f) Maud is sure that their lives will get better.

3 Put the events in order.

- a) Mr Lloyd George tells them the Prime Minister will not give them the vote.
- b) Maud, Violet and Edith go to the House of Commons.  1
- c) Mr Lloyd George speaks to the crowd of women.
- d) The police move quietly in among the women.
- e) The women are taken to a police station.
- f) The women call Mr Lloyd George a liar.
- g) They beat them with sticks and pull them to the ground.

**RESOURCE SHEET STUDENT ACTIVITIES**

**4 Circle the correct word(s) in *italics*.**

- a) Maud says she *is* / *isn't* a suffragette.
- b) Inspector Steed *agrees* / *disagrees* with the newspapers.
- c) There *are* / *aren't* different prison rules for the suffragettes because they are political prisoners.
- d) The other laundry men *jeer at* Sonny / *think Sonny is a good husband*.
- e) *Emily Davison* / *Maud* is refusing to eat anything.
- f) Sonny is very *unhappy with* / *pleased to see* Maud.

**Chapters 6–8**

**1 Look at Chapter 6 and answer the question. Which three things that happen make Maud more militant?**

- a) Mr Taylor making Maggie's life miserable.
- b) Having an accident at work.
- c) Violet talking to her.
- d) Not having a daughter.
- e) Thinking about the life her daughter would have.
- f) Listening to Mrs Pankhurst.
- g) The actions of the police.
- h) Sonny throwing her out of the house.

**2 Who wants Maud to do these things? Write the names in the spaces.**

- a) Stay strong . ..... Violet .....
- b) Leave the laundry .....
- c) Be a spy .....
- d) Get Mr Taylor's other hand next time .....
- e) Blow up postboxes .....

**3 Make sentences.**

- |   |   |
|---|---|
| a) George can't live with Maud because ...          | i) her husband has told her not to.               |
| b) Maud won't help the police because ...           | ii) Mrs Pankhurst wants them to be more militant. |
| c) The women blow up postboxes because ...          | iii) she believes in the suffragette ideas.       |
| d) Edith plans a bigger attack because ...          | iv) she's having another baby.                    |
| e) Alice is nervous about meeting Edith because ... | v) the law says he belongs to Sonny.              |
| f) Violet is leaving the group because ...          | vi) they want to get in the newspapers.           |

**4 Work in pairs. Imagine someone blew up a postbox in your street. What would you think? What would happen?**

**Chapters 9–11**

**1 Complete the sentences with the words from the box.**

bomb	campaign	couple	empty	flags	job	older
		plans	proof	tubes		

- a) Sonny gives George away to a rich ..... *couple* .....
- b) Maud tells George to come and find her when he's .....
- c) Edith makes a ..... with chemicals in her shop.
- d) Edith, Maud and Emily blow up Mr Lloyd George's ..... country house.
- e) Inspector Steed arrests Maud even though he has no .....
- f) Inspector Steed thinks it's wrong to feed the suffragettes through .....
- g) Violet hasn't found another ..... since she had to leave the laundry.
- h) The suffragettes decide to wave their ..... in front of the King's horse at Epsom Derby.
- i) Hugh locks Edith in the shop because she's too ill to carry on the .....
- j) Inspector Steed learns of the women's ..... when he visits St Barthes' church.

**2 What do you think? Answer the questions.**

- a) Why doesn't Emily tell Maud what she is planning to do at the races?
- b) Why doesn't Inspector Steed arrest Maud?
- c) Why does Maud take Maggie to work for Alice Haughton?
- d) Why did hundreds more women join the WSPU after Emily's death?

**3 Discussion. Votes for women around the world.**

**Look at the list of dates on page 57. Do any of the dates and countries surprise you? When did women get the vote in your country?**

**FINAL TASKS**

**1 Look at the chapter titles on page 3. From memory, write a sentence about each character in this story.**

**2 Five years after this story ends, Maud is writing a letter to her son, George. She describes her life now. She talks about her hopes for the future. Write her letter.**

**RESOURCE SHEET STUDENT ACTIVITIES**

**VOCABULARY BUILDER**

Look at the 'New Words' on page 64 of *Suffragette*.

**1 Choose the correct adjective to complete these sentences.**

middle class   militant   shocked   working class

1. The ..... area of a town has more expensive houses, restaurants and shops than the ..... area.
2. People were ..... when Paris was attacked by gunmen.
3. A group of ..... protesters started some trouble during a peaceful march.

**2 Choose the correct option in *italics* in these sentences.**

1. When the *bell* / *cell* rang, the prisoners returned to their *bells* / *cells*.
2. The *funeral* / *chemical* of six workers took place one week after the explosion at the *funeral* / *chemical* factory.
3. The *jockey* / *laundry* took his riding gear to the *jockey* / *laundry* to get it washed.
4. The prisoners went on *hunger strike* / *slogan* to get more exercise time. Their *hunger strike* / *slogan* was "We are people too!"
5. You find a *fuse* / *tube* in an electric plug; you find a *fuse* / *tube* inside a bicycle wheel.
6. The tennis umpire threw up a *coin* / *flag* at the beginning of the match to see who would serve first; the fans waved their *coins* / *flags* when their player won the first set.

**3 Find these verbs in the 'New words' list.**

1. You do this when you want to change the world.  
.....
2. When you decide to stop doing something, you  
.....
3. When the police find a criminal, they ..... him or her.
4. You do this by blowing through your mouth, e.g. to call your dog. ....
5. A teacher tries to do this with a class of noisy children.  
.....
6. If you laugh at someone in a nasty way, you do this.  
.....
7. When a door closes suddenly in the wind, it ..... .
8. If you want to show you really like something, e.g. a football goal, you ..... .
9. If you want to make a shirt flat, you ..... it.

**Casual language**

**Complete the sentences with the correct phrases below. Write the correct letter in each space.**

A) *inside*   B) *Keep your mouth shut!*   C) *an old hand*   D) *Oi*

1. "..... ! Come over here! Now!"
2. "I've just spent six months ..... and now I can't get a job."
3. "..... ! I don't want to hear another word!"
4. "I've worked on the farm since I was six. I'm ..... ."

## FACT FILE FOLLOW-UP

**THE SUFFRAGETTES (pages 58–9)****Discussion**

Students read the Fact File about the suffragette campaign. Discuss the following with the class.

- a) How have women's lives changed in the last hundred years?
- b) What are the most effective ways of bringing about social and political change? Students might want to discuss social media campaigns, protest marches, online petitions and so on.
- c) What would the world be like if women were in charge?

**Profile**

Brainstorm important and influential women both from history and today's world. Students choose a figure to research. They write a short biography about their lives, focusing on what they do/did, why they do/did it and why they are important.

*Examples:* Marie Curie, Coco Chanel, Anne Frank, Billie Jean King, Wangari Maathai, Emmeline Pankhurst, J. K. Rowling, Aung San Suu Kyi, Oprah Winfrey, Malala Yousafzai.

**Telling a story**

Film exists of the death of Emily Davison at Epsom racecourse when she ran in front of the King's horse. You can find it on YouTube and show it to the class. Students imagine they are a journalist at the races, standing opposite the corner where Emily ran out. They use Chapter 11 of *Suffragette* and research the actual events, before writing a report for their newspaper.

**Planning a campaign**

Brainstorm issues that are important to students and put them on the board. It can be a global issue, for example slowing down climate change, or a local issue, for example providing more sports facilities in the area. Students work in groups. They select an issue and plan a campaign. They write down their ideas and then present them to the class.

**DVD/CD FOLLOW-UP****DVD: Choosing scenes**

*Suffragette* is over an hour and a half long, and contains some material that you will probably feel isn't suitable for the classroom. Watch the film yourself and choose a few key scenes that are appropriate. Students vote for the scenes they would most like to watch. After watching the scene, discuss these questions: *What emotions do you go through while you are watching it? How does the music contribute to the atmosphere? Do you want to watch the rest of the film?*

Example scenes:

- the women breaking the windows in the West End
- Maud speaking to the MPs in the House of Commons
- the police attack outside the House of Commons
- Sonny giving George away to Mr and Mrs Drayton
- Maud and Emily blowing up postboxes
- Maud and Emily going to the races
- Maud rescuing Maggie

**CD: What's happening?**

Select key moments on the CD from the chapters students have already read. Play a small section. Students describe the context of the extract: who the characters are, where they are, how they are feeling, what has just happened, what is going to happen next.

### ANSWER KEY

#### Self-Study Activities Pages 60–3

##### Chapters 1–2

- 1 a) slogan b) iron c) laundry d) bell e) flag f) class  
g) campaign
- 2 a) militant b) shocked c) control d) jeered
- 3 a) Edith b) Maud c) It was too polite. d) It was militant.
- 4 a) Her son, George.  
b) The men.  
c) Violet Miller, who works at the laundry.  
d) 'Trouble-makers'  
e) Maud gets Mr Taylor's attention when he's shouting at Violet.  
f) Someone to speak for the laundry women at the House of Commons.  
g) She thinks it's wrong.

##### Chapters 3–5

- 5 a) bomb b) chemicals c) bang d) coins e) arrested  
f) hunger strike g) cell
- 6 a) True b) False c) True d) False e) False f) True g) True
- 7 *Possible answers:*  
a) Because her face is purple after her husband beat her.  
b) She doesn't know what to say.  
c) She had an accident with hot water at the laundry.  
d) They get coughs, burns and headaches, and they might lose their fingers in the machines.  
e) They feel uncomfortable and they feel sorry for the women at the laundry.  
f) Edith.  
g) Because it's too expensive.
- 8 a) has not read > has read  
b) are happy > jeer  
c) controls > doesn't control  
d) doesn't believe > believes  
e) share a cell > are in separate cells  
f) wants > doesn't want

##### 9 Open answers.

##### Chapters 6–8

- 10 a) cheer b) give up
- 11 *Possible answers:*  
a) That Maud has been ill.  
b) That she is working late the next night.  
c) To break windows and attack houses.  
d) A woman wearing the same clothes with a scarf over her face comes out of the front of the house; Mrs Pankhurst escapes out of the back.  
e) Sonny throws all her things into the street and shuts the door in her face.
- 12 a) Violet b) Inspector Steed c) Mr Taylor d) Maud  
e) Mrs Pankhurst f) George g) Edith
- 13 *Possible answers:*  
a) Because the law says a child belongs to its father.  
b) They blow up post boxes and cut telephone wires.  
c) Because the police have a photo of her cutting telephone wires.  
d) She's having another baby.

##### Chapters 9–11

- 14 a-ii, b-iii, c-i.
- 15 *Possible answers:*  
a) To live with them.  
b) Lloyd George's country house.  
c) No – there are no chemicals on her hands or clothes.  
d) He thinks it's wrong.  
e) They plan to wave their flags in front of the world's cameras.
- 16 a) False b) True c) False d) False e) True
- 17 Open answer.

### Resource Sheet Activities

#### People & places / The story so far

- 1 a) Alice Haughton  
b) Hugh Ellyn  
c) Emmeline Pankhurst  
d) Sonny Watts  
e) Norman Taylor  
f) the House of Commons  
g) Bethnal Green / the East End
- 2 a) a few > no  
b) Husbands and wives > Only wives  
c) were > were not  
d) talk not act > act not talk  
e) was > wasn't  
f) hated > liked

#### Chapters 1–3

- 1 a) Mr Taylor b) Violet Miller c) Maud d) Mrs Garston  
e) Mrs Pankhurst
- 2 a) F b) T c) T d) F e) T f) F
- 3 Open answers.

#### Chapters 4–5

- 1 a) in the laundry b) mother c) 14 d) hot water e) seven  
f) head washer g) women workers h) the chemicals  
i) The men
- 2 a) F b) T c) F d) T e) T f) F
- 3 The correct order is: b, c, a, f, d, g, e.
- 4 a) isn't b) disagrees c) are d) jeer at Sonny e) Emily Davison  
f) unhappy with

#### Chapters 6–8

- 1 a, c, e, f, g, h
- 2 a) Violet b) Mr Taylor c) Inspector Steed d) Violet e) Edith
- 3 a) v b) iii c) vi d) ii e) i f) iv
- 4 Open answers.

#### Chapters 9–11

- 1 a) couple b) older c) bomb d) empty e) proof f) tubes  
g) job h) flags i) campaign j) plans
- 2 a) Because she thinks that Maud might stop her.  
b) Because he believes that enough damage has been done and has sympathy for the suffragette campaign.  
c) Because she wants her to have a different life.  
d) Because the bravery of Emily's death inspired them to be brave.
- 3 Open answers.

#### Vocabulary Builder

- 1 1. working class, middle class 2. shocked 3. militant
- 2 1. bell, cells 2. funeral, chemical 3. jockey, laundry  
4. hunger strike, slogan 5. fuse, tube 6. coin, flag
- 3 1. campaign 2. give it up 3. arrest him 4. whistle  
5. control 6. jeer 7. bangs 8. cheer 9. iron

#### Casual Language

1. D 2. A 3. B 4. C