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| **The Forgotten Women of Wakefield** | | |
| **Lesson/Day 5** | **Objectives/ Teaching/ Tasks** | **Resources** |
| Revisit the four Forgotten Women of Wakefield | To revisit and cement knowledge about the four Forgotten Women of Wakefield through specific research.  To discuss the importance of source material and accessing information in books correctly. |  |
| Starter Task  Discussion | How do we know about all these Wakefield Women?  As we come to the end of our project we’ve got a very special day ahead where we are going to think more deeply about the women we have met so far.  Quick recap- what do children remember about each of them and what makes them so amazing? Class discussion.   * Louisa Fennell became an artist whose work is now on Wakefield City Streets as part of our cultural heritage. She was the ONLY woman invited to exhibit her work (now in royal collections) at The Royal Society in London. * Florence Beaumont was the first woman to represent the suffrage cause in the League of Nations (United Nations) and was instrumental in getting ALL women the vote in 1928. * Ann Hurst was a female newspaper owner who used her paper, The Wakefield & Halifax Journal, to inform and educate the male voters to vote in Daniel Gaskell in 1832 on the abolitionist platform. He went on to directly influence the laws against slavery which was abolished in 1833. * Edith Mackie was responsible for the setting up of The Victorian Nursing School and worked with Florence Nightingale. She also set up and ran The Reform home for girls, funded extensions to Clayton Hospital and made sure children’s health was looked after in the city. | Journals  Powerpoint display |
| Task 2 | Ask children how we know this information about these significant women in Wakefield.  Show slide 3- Ask the children what clues are there in the pictures about what research and source material is. (newspapers, books, museums – original old documents).  Have a discussion about where these materials can be found-The Library and The Archives at Wakefield One. | Powerpoint display |
| Task 3  Roleplay | **CREATIVE TASK**  Quietly sit and think about Louisa Fennell and what we know about her. She  Using a bonnet to ‘step into character’ ‘hot-seat’ Louisa Fennell to allow children to ask questions about her and her life.  Show original source Suffragist & Suffragette material and books with a task to get the children to practice using skills to find information within books. Let the children look at and draw or write about the source material. | Powerpoint display  A bonnet |
| Task 4  Blue plaques | **Creative Task**  Look at the different blue plaques to our key women. Read them out loud. Which one do you like the best and why?  Now ask the children to talk about a woman in their life that they would like to make a blue plaque for. What is their name? Who are they to you? What would you like to share with people about what they have done to put on a blue plaque? In your journals answer the questions on the slide write down the words you would like to have on your blue plaque. Use the template. Transfer the words onto the blue circle paper using the white marker pens.  Research and Source Materials – Ann Hurst (from Wakefield Library)  Show original source Abolitionist material newspaper cuttings (photographs) and books with a task to get the children to practice using skills to find information within books. Let the children look at and draw (on the paper circles ready to be made into badges) or write about the source material. | Blue plaque template  Powerpoint display |
| Task 5 | Show original source Edith Mackie Material. Anything to do with Clayton Hospital, The industrial school for girls in St. John’s square, the earliest libraries, St John’s Church and books to do with the history of women in the medical profession (to link to Edith Mackie setting up the Victorian Nursing Institute).  Task- get the children to practice using skills to find information within books. Let the children look at and add anything to their Edith Mackie Fans or write about the source material.  **Task- create poem:**  1 One day female artists will be represented fairly and equally for their work. Show the drawings they did of Wakefield and Louisa  2 One day all women will have the same opportunities as men. Show the placards and march and chant ‘Votes for Women’  3 One day slavery will be a thing of the past and everyone will be treated kindly and with respect and there will be no more war.  4 One day we might all speak a different kind of language. A language of tolerance and acceptance and one day medicine will continue to be free for everyone. | Powerpoint display |
| Suggested Afternoon Work | Using the worksheet – fill in real life examples of Source Material, Culture and Traditions  Listen to the audio play (10 minutes) about Louisa Fennell <https://www.youtube.com/watch?v=NKrfzafNnnA>  Plan a celebration event for parents. Allow the children to decide which aspects of their work they want to share and how. | Culture and traditions worksheet  YouTube |
| Key Vocabulary | * Research – Collecting information from lots of places to increase what we know about something. * Source Material – something that is original. From a certain point in time, or place. The first voice, or picture or story in a person’s own words. This shows the culture of the place. * Culture – things, traditions, ideas, how we speak, ideas, actions that belong particularly to a place or people. * Traditions – things that still happen because they have always happened and which people believe in and choose to keep doing. * Archives – Somewhere where old documents are kept | |