

Teaching citizenship through established school subjects

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### Abstract

We describe the main features of the characterisation of citizenship as given in the Crick report and outline the central aspects of the National Curriculum for citizenship. We discuss the potential for three subject areas (history, English and personal and social education) as sites through which citizenship education can be developed. We suggest that if longer established subjects are to play a meaningful role in the development of citizenship education there is a need to focus on matters that are fundamental to citizenship. This could be achieved by identifying and elaborating procedural or second order concepts. We outline the nature of those concepts and provide a practical example of a classroom resource.

## Teaching citizenship through established school subjects

Although attempts have been made to implement explicit forms of citizenship education since at least the beginning of the 20<sup>th</sup> century, little has been achieved in practice. The swings of the pendulum of curriculum change have meant the incorporation of various forms of citizenship education (especially at points of crisis – e.g. Cole 1942). Prior to the 1970s ‘British Constitution’ courses were taught to academically able students and civics programmes for those designated as less able. In the 1970s ‘political literacy’ (Crick and Porter 1978) enjoyed a brief period of success but was by the 1980s less noticeable than various forms of so-called ‘new’ educations including global education (Pike and Selby 1988). By the late 1980s forms of voluntary social service (Commission on Citizenship 1990) were being promoted as if they were professionally based educational programmes. Currently citizenship education is part of the National Curriculum (DfEE/QCA 1999). The reasons for the failure to implement citizenship education (and related initiatives) were succinctly stated by Heater (1977) almost thirty years ago. Those reasons seem to be as meaningful now and perhaps will alert us to the challenges in interpreting current efforts to implement citizenship education. Heater argued that there was a lack of tradition of teaching and learning in this area; few teachers who are professionally committed to it; a belief that politics is solely an adult domain due to its complex and personal nature; and a fear of indoctrination. These 4 reasons suggest that there has been a lack of understanding about the nature of citizenship education. It is necessary in a democracy to recognise the need for people to learn how to understand society and participate in it. Attempts simply to describe society in the name of an education relevant to the development of democracy will flounder on an internal contradiction (and, more immediately, simply be boring for students and so will be rejected by them).

Given this rather inauspicious history it is necessary to ask why, in 1997, the new Labour government decided to introduce citizenship education. There is some reason to be optimistic about the current attempt to implement citizenship education in that there does seem to be a desire to establish a form of education that promotes involvement. There was on the part of the new government a determination to develop a strong communitarian approach to social policy. The ‘third way’ (Giddens 1998) seemed to provide the key to the renewal of social democracy, involving forms of education that allows for the development of basic skills and encourages purposeful engagement between individuals and groups.

A related, second, point is that the notion of citizenship is coherent but nevertheless wide ranging. Escaping from what was seen by some as the narrowness of, for example, 'political education' or 'anti racist education', citizenship, it was felt, would provide an overarching coherence that employed three key strands of social and moral responsibility, community involvement and political literacy. Citizenship was seen as being both sufficiently flexible and robust to address matters to do with legal status and, more widely, issues to do with identity formation and ability to act effectively.

Finally, in relation to understanding why the new Labour government took action, it is important to recognise the influence of other states. Many other states had a form of education that addressed contemporary issues directly (e.g. Brown (2005) for the US; Civics Expert Group (1994) for Australia). Influences from within the European Union and especially from the Council of Europe as well as initiatives in many countries around the world (Torney-Purta, Schwille and Amadeo 1999) suggested that the education system in England had begun to look unbalanced.

When David Blunkett as Secretary of State for Education asked his former university supervisor to develop a new initiative in this field the resulting report (which was immediately accepted) contained an important characterisation of citizenship:

What do we mean by effective education for citizenship? We mean 3 things:

- Children learning from the very beginning self confidence and socially and morally responsible behaviour both in and beyond the classroom, both towards those in authority and each other
- Learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community
- Pupils learning about and how to make themselves effective in public life through knowledge skills and values

(DfEE/QCA 1998)

This statement became the basis from which educationalists and policy makers would develop the three strands of the National Curriculum for Citizenship.

Programme of study (key stage 3 and 4; students aged 11-16)

- Knowledge and understanding about becoming informed citizens  
(e.g. legal human rights and responsibilities underpinning society, basic aspects of the criminal justice system and how they relate to young people, diversity of national, religious, and ethnic identities in the UK and the need for mutual respect and understanding)
- Developing the skills of enquiry and communication  
(e.g. justify orally and in writing a personal opinion about topical issues, problems or events)
- Developing skills of participation and responsible action  
(e.g. negotiate, decide and take part responsibly in both school and community based activities).

### Can we teach citizenship through other subjects?

Personal and Social Education may well become the area within schools that is regarded as the principal home of citizenship education. There are clearly a number of advantages to this: there are many skilled teachers already in post, it has timetable space; there is a clear overlap between citizenship education and the sorts of issues that PSE teachers have been concerned with for a long time; there are networks of people and associations that are already in place and which may be able to facilitate the difficult challenge of implementation. Of course, we should also be a little wary about the potential of PSE. At times it has rather over emphasised the personal instead of the political. It has not enjoyed high status in some schools. It lacks key features of the apparatus of a 'normal' school subject (such as examinations) and while there are advantages to this there may also be certain disadvantages. In some schools PSE has been organised or managed by a specialist who has been recruited from another area of the school and then largely staffed by people who are filling up spaces on a 'proper' timetable. Above all, PSE may itself carry so many debates and issues that the addition of citizenship will bring further fragmentation rather than greater coherence.

History also has a number of strengths and weakness in relation to its links with citizenship education. Well known political scientists (such as Bernard Crick) have referred to the importance of history for understanding contemporary society. Without the root of history, politics can bear no fruit. History is the way in which we understand and determine questions of identity and a springboard that helps us determine what we might become. It cannot predict the future but it can help us to think about it more meaningfully. History deals with those matters that are central to a democratic society. Once we have the opportunity to think, for example, about the meaning of a multicultural society it is easier for us to be able to tackle contemporary issues.

History also develops a range of skills that are highly relevant. Students will, as a matter of course, be allowed to analyse sources, exercise judgement, and learn to make a reasoned argument. And these students undertake this work in a way that is always relatively 'safe'. History provides a training ground or a form of role play in which we can learn to think and respond by seeing what others did. The need to place oneself in the shoes of others is an excellent opportunity to practise understanding in more than a cognitive sense. It is a training ground for toleration.

English similarly provides excellent opportunities for relevant work. Much of English literature is an illustration and an illumination of the nature of society. Many examples can be given. *1984*, *To Kill a Mockingbird*, *Brave New World*, *The Colour Purple*, *Northern Lights*, *Skellig* are just a few examples of adult and contemporary children's fiction which tell us about our feelings (social and moral responsibility), our relationships with others (community involvement) and the nature of power (political literacy). In order to express these feelings and ideas we need to be skilled users of English language. We need to ask school students to be able to understand the text by considering simple comprehension as well as the motive of the author in the form of intended impact. We also want to be able to encourage students to be able to make a presentation themselves. To be able to craft a response (orally, or in writing) that is appropriate for particular audiences, they have to be clear about what they want to say and be able to say (or write) it in a way that makes sense.

Of course, subjects like history and English may have to overcome difficult challenges if they are to educate successfully for citizenship. Teachers of these subjects often justify their work in terms of the supposed relevance to contemporary society. But, in fact, some of those teachers are really academic specialists who have entered teaching so as to pursue their love of the 19<sup>th</sup> century or the novels of Jane Austen. There would be nothing wrong with this (some of our best teachers are, principally, good academic specialists). But there are interesting issues to consider. Are teachers

really interested in citizenship? Even if the teachers are interested, do the pupils know that they are interested? If teachers and pupils are both in agreement that they are involved in education for citizenship then are we sure about the best way in which appropriate goals are achieved? For some teachers the best way to develop citizenship education might be to promote the capacity for rational thought and so work in classrooms should remain determinedly academic. This ability could be exercised in the future in a range of contexts in contemporary society. Others will suggest that rational thought in itself is not enough, that there must be a determination to explore key citizenship topics, and to do so in a way that means that opportunities to practise effective citizenship are available.

When discussing these issues it is most important to encourage teachers to specify the real nature of their work. In all the above three contexts (PSE, English, history) teachers may be able to develop a line of reasoning that initially sounds persuasive but which on closer examination appears rather unacceptable.

For example, a history teacher may suggest that it is important to consider the use of power to improve public welfare. This sounds like a citizenship issue. But what if then the pupils spend the lesson learning some information about the design of Roman aqueducts and are asked to draw their own pictures of these structures? Surely this is not necessarily good history let alone citizenship education. What if a PSE teacher explained that a good way to develop community involvement would be for a Christmas party to be organised? With no opportunities for reflection about critical social issues, the nature of who has taken the decision to complete this task and the use of particular pupils in specific roles, this is a nice but potentially rather vacuous enterprise.

Perhaps an English teacher might suggest looking at the character of Jude the Obscure, claiming that it illustrates issues about social exclusion. If, in practice, the students see the novel merely in terms of a tortured person who experiences gross bad luck, or as an example of a particular literary style then it will remain, at best, an English lesson and not really be about anything else.

#### Considering the potential of procedural concepts for citizenship education

We suggest by identifying procedural concepts and promoting work in relation to them it might be possible to invite students in various established school subjects to focus on citizenship. By emphasising procedural concepts teachers and others might be encouraged to move away from

citizenship as ‘merely’ a goal and allow for the possibility of a clearer identification of what students need to do and how they should think in order to demonstrate effective learning.

It is important initially to make clear what we are not suggesting. The essence of an approach that highlights procedural concepts is that certain means of promoting citizenship education are not supported. It will be of little use ultimately if teachers simply assert that everyone in the school is teaching citizenship whether through a rather elusive ‘ethos’ (although that, of course, is vitally important). Neither it is sufficient (and not desirable in certain guises) to teach only about the facts and figures of the British Constitution (whatever that is). Crick has commented on the boring nature of such work and ultimately how it gives people a misleading impression of how power is exercised and how politics works. Finally although it is useful to explore key concepts it is not sufficient just to teach about the big (substantive) concepts of ‘power’, ‘justice’, and ‘rights’. This could lead to a rather inappropriate emphasis on academic political science that ignores the vitally important matters associated with politics in everyday life and how one might participate more effectively in them.

In identifying what learners need in order to ‘do’ a subject or area of study one makes the task for educators much more straightforward. When ‘doing’ a subject one must engage with its essential procedures (or its second order or procedural concepts). The general case for identifying what a subject is centrally concerned with has been made by Lee and Ashby (2000):

Teaching that systematically builds on prior understandings and assessment that rewards their development are both central to achieving progression. Of course, algorithmic approaches are possible in many form of teaching and experience in the United Kingdom unsurprisingly suggests that they are likely to be widespread where teachers do not themselves have a good grasp of the ideas they are attempting to teach. This may be the case even when entry standards are high (a first or upper second class in a degree). (p. 215).

The approach that Lee and Ashby suggest has already been adopted in other subjects. School students of history, for example, now focus their attention not just on learning information (e.g. names/dates), studying contexts (e.g. 19<sup>th</sup> century), or learning about substantive concepts that are

often tied to particular events (e.g. revolution). Rather, history teachers can concentrate on improving students' understanding through a clearer appreciation of such procedural concepts as evidence, cause and change. These procedural concepts can be seen as the essential part of 'doing' the subject and thus a shift is made from learning history to being an historian. The concepts can then be developed to show levels of 'performance' which allow for more effective and precisely targeted teaching approaches. What then could we identify (provisionally at this stage) as the procedural concepts of citizenship education? An initial list might include:

- Rationality grounded in a critical appreciation of social and political realities
- Embracing diversity within the context of a pluralistic democracy
- Participation arising from an acceptance of one's social and political responsibilities and appreciation of one's own rights and entitlements

This focus would allow students to be able to:

- explain their views, their understandings and their arguments;
- accommodate and reflect upon opinions and views that may be different from their own;
- participate in the consideration and debate of these ideas in the classroom and (ideally) use this experience and understanding in their life outside school.

It is very important to consider the three areas in an integrated way. A separate consideration of the meaning of each area is merely a preliminary way of understanding the meaning of thinking and acting as a citizen. We need to explore the interactions between the areas (and, incidentally, this will lead to an easier approach to teaching and assessing/evaluating). Also the context (or more narrowly the content of what is taught) is very important. It is essential to relate the procedural concepts to substantive concepts such as justice, equality etc., and to do so through an exploration of relevant contemporary content. We should not expect to teach processes of thinking and action in isolation.

#### Issues in the development of procedural concepts for citizenship education

But what would the procedural concepts look like in practice? How could they be characterised? What would teachers and learners do? To cover all of these points is beyond the scope of this brief presentation but a few preliminary indications can be given for each of the procedural concepts

mentioned above (although the separate treatment that will be given here in some way goes against the plea for integrated understanding that we made above).

### Diversity

An acceptance of diversity can be expressed in different ways and mean different things. Furthermore, it can only operate within certain limits that apply to an understanding of a pluralist democracy. A consideration of at least 4 things might be appropriate in order to clarify the meaning of diversity in this context:

- what is the statement or action that has been developed by the student? This might lead us to an initial consideration of diversity.
- what is the process that has led to the making of that statement or the action? In asking about this process we can begin to think more clearly about the nature of toleration. It may be possible, for example, that people are prepared to be differentially tolerant. A discussion about gay rights might bring one sort of response; a conversation about immigration might result in something very different.
- what does it seem that the pupil intended by making the statement or action? Similar statements can be made which have very different meanings.
- what does it tell us about diversity if there are unintended negative outcomes that might occur as a result of the student making that statement? We will need to ask ourselves if toleration is essentially concerned with an outcome or merely with the thinking or feelings that led to a particular statement or action.

The above could be developed into some sorts of 'levels' of understanding and action (although this is fraught with potential difficulties and I do not mean to suggest that there is any benefit to be gained from a mechanistic approach to citizenship education that would lead to simple 'right' or 'wrong' responses). We do need to understand what could count as a response that would be more desirable than others and the following four loosely connected areas might aid the development of this sort of approach:

- i) A student operating at a low level will simply be uninterested in the debates about citizenship. There is a failure to engage with the material not because of a positive desire to reject certain ways of debating issues but simply as an expression of boredom.

- ii) A pupil who is disinterested is perhaps operating at a slightly higher level of sophistication (and at times disinterest can occur in a way that is an indication of very high level understanding and action signifying impartiality and an adherence to justice). Disinterest is less likely than the description given in the first category to be a sign of simple neglect. Perhaps at this stage pupils see that there are different perspectives being debated.
- iii) A student who begins to take a more careful interest in the exploration of a variety of standpoints may be signalling their capacity to embrace diversity in a much more significant way. They are interested to know who has said what; where they have ‘come from’; what is in their interest and what will act against what would seem to be in their favour. At this level, students may be able to begin, for example, to recognise and articulate conflicts between rights and freedoms.
- iv) Finally, it may be possible for students to consider a variety of perspectives in the context of what might be described as the limits to acceptable thinking and action. A decent society does not allow anything to happen. There are limits that derive from principles of justice, rights, and freedoms. When a student is able to act in a way that shows consideration of these matters then it is likely that a fairly high degree of sophistication is being achieved. At this level there is likely to be a reasonably full awareness of the contexts in which toleration is seen as being problematic. This will include a consideration of the relationship between toleration and outcomes (intended and unintended) as well as the reasons for variation between toleration expressed in different contexts.

But there are many challenges in understanding students’ responses and by drawing attention to some of the issues that need clarification it is hoped that the nature of further necessary work can begin to be clarified. There are obvious difficulties for teachers in understanding the value of responses made by students. The tone of oral and written comments might be important. If, for example a statement were made aggressively would that conflict with the meaning that may apply if a different tone was adopted? Similarly the detail of a response could be important. If, for example, a student said, when reflecting on a riot in a northern English city that “the police are rubbish” we would not want to accept that statement without knowing a good deal more about the thinking that lay behind it. There may be issues to explore concerning the links between areas of understanding and action. There is possibly, for example, a qualitative difference between statements three and

four that is greater than the difference between levels 2 and 3. Are there platforms that need to be reached before further educational development can occur? It is not possible to develop simple answers to these difficult questions. But it might be possible, using the approach that highlights procedural concepts as discussed above to consider ways of investigating such matters. It might be possible for example to give students or teachers a relatively commonplace dilemma in order to generate responses that could be analysed and reflected upon. An example of such a dilemma is shown below:

A teacher has led a series of lessons with older, relatively able students on the theme of denying the Holocaust. An effort has been made to understand why and how those who deny the Holocaust took place act in the way they do.

She decides after having heard a request from the students themselves to invite to the school an author who denies the Holocaust took place. That person has always acted within the law. This person is known to be someone who is not strong in debate. Permission has been granted from parents or carers, as well as the school's senior management team. The students study in advance the work of the person who has been invited to the school and marshal arguments and prepare questions. The teacher is persuaded that this will both add to necessary understanding and, most important, help prepare the students to deal with this sort of unacceptable view that they will inevitably meet outside the school.

Many may feel that the person should not have been invited to the school. There is the possibility that some sort of legitimacy will be attached to the view that he would express; that the debating skills of racists will be honed through this opportunity; and, that a variety of people within the school will feel threatened by this visit.

But whom could we regard as being more tolerant in this situation: the person who supports the visit or the one who rejects it? In lessons should we be less concerned with discovering the single 'right' answer in such a situation but instead focus on the process by which a view has been

developed and the purpose of that view in its positioning within the limits of a pluralistic democracy?

### Participation

In valuing participation and in encouraging students to become more involved in a range of issues it will be necessary for teachers to avoid potential pitfalls. Teachers should not feel obliged simply to tell students to vote (now or in the future). The reasons for this view have been explored above and need not be restated here. It is vital that context and purpose of participating are considered. Simple continua (either within an area or between areas) that show increasing ability are not implied by what is shown below. We would not, for example, wish to suggest that any sort of involvement in out of school activities was automatically at a higher level than any sort of participation within school. For very practical reasons school students can operate only periodically at the community involvement end of the scale. The areas that are shown below should not be seen as if they should be ordered in a simple hierarchy. It was a deliberate decision not to number the continua shown below from 1 to 4. Rather, it may be more useful to see them as elements that can be used to understand the sort of participation that is occurring. The final area (participating – engaging) allows us to think about the type of activity that is going on in the other three areas.

Active thinking .....Physical activity

Pupils do not need to move around a classroom in order to participate. It is possible that they may engage in some careful individual thinking. It would be unlikely that this thinking would be enough in itself but in many cases it may be more desirable than purposeless action. We need to bear in mind the usefulness of explaining about participation but to see it as being ultimately distinct from the most fully developed forms of participation itself.

Individually generated activity ..... Working with, or in relation to, others

It is important to emphasise that great sophistication may be achieved solely by individuals. The nature of leadership is clearly an example of effective participation. However, there are differences between those who would be able to participate in an activity in the ‘backroom’ (speech writing, creating posters etc.) and those who can work effectively with others. The activities of those who

are operating at higher levels might be more explicitly to do with, for example, support mobilisation through making effective presentations.

Participation in school .....Participation in other contexts

It is most likely that pupils will have most opportunities to participate with peers within school settings. If, however, pupils are able to carry their work forward so that responsible action can be taken elsewhere then it is possible for real development to have occurred.

Participating ..... Engaging

It may be possible to make a distinction between merely taking part and getting ‘under the skin’ of issues. This should not lead to an insistence upon particular mind sets of learners. Rather, there should be a sense in which the issues mean something to the learners. They are able to participate not because they have been told to, but because they can see the value of becoming involved. This allows for the avoidance of simply saying that the pupils took part in a role play so they must have been able to participate effectively.

Issues about participation need further consideration. Fundamentally, we want pupils to take part as citizens and this implies particular attention to the context and purpose of their actions. It does not mean, however, that one sort of action in favour of a particular outcome is necessarily to be preferred. We would not want to specify precise and simplistic divisions between right and wrong but we do want pupils to take an active part within the parameters of a pluralistic democratic society.

Explaining

A good deal of work has already been done into the nature of effective explanations. We would not wish to do more at this initial stage to try to make relevant to citizenship education some of that work. Of course, the statements made above about the limits in a liberal society and the varying contexts that can be applied to make more or less sophisticated statements can be made again here. The levels shown below need to be interpreted as opposed to implemented mechanistically. That said, the following may provide some initial guidance for those who are seeking to make sense of pupils’ comments:

- i) Pupils are simply confused by a series of events. They cannot understand why things took place as they did and are unable to make progress. The event just does not make sense.
- ii) Pupils explain matters in terms of people being right or wrong. Or at times the actors are seen as being simply unintelligent or intelligent. Often those who lose are seen as being wrong and unskilled. Pupils may at this level make simple and at times inappropriate connections. One factor (or a list of separate factors) will explain what happened. There is a description (of, for example, a legal process) rather than analysis. Things happen because people intend them to happen. There is no real attempt to show how factors and individuals interact.
- iii) Pupils make deliberate efforts to consider both a range of factors and the way in which they interlock. They consider causation and motivation. They look for the relationship between intention and outcome. They view a range of perspectives. They see that narrative order is important in explaining an event. They consider the nature of the relationship between intention and outcome. They are able to comment upon the meaning of relevant value statements.

## Conclusion

The history of citizenship education does not suggest that we can be complacent about the chances to implement the most recent attempt at innovation in this area. However, at least some of the difficulties that some commentators refer to when discussing the difficulties of implementing citizenship education may not be real cause for concern. It is not necessary for those involved in citizenship education debates to discuss at great length the problems of an incoherent characterisation made inevitable by the clash between civic republican and liberal traditions. Citizenship is a dynamic concept and we can discuss it sensibly in relation to legal status, feeling and practice incorporating issues that relate to identity, diversity and other aspects of democratic existence. It will not be necessary for us to look for a simple and tidy approach that would remove controversy and so remove the practice of citizenship itself. Nor is it necessary to worry overmuch about the alarms that are raised about a supposed decline in political interest.

There is a need, of course, for the development of an approach to citizenship education that is consistent with its aims. That approach should go to the heart of what citizenship is all about (the incorporation of understanding and practice in the context of a mosaic of identities, duties and rights) and be packaged in a way that make sense to teachers and students. We have suggested that the citizenship education community has something to learn from the thinking and practice connected with more established school subjects such as history where for some time explorations of procedural concepts have taken place. We could do more to encourage people to think and act as citizens if we were able to elaborate upon the business of doing citizenship. This is a challenging prospect but certainly not one that is beyond our reach.

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## Rights and justice for women (an example of teaching citizenship through history)

### Past, present and future

#### Summary

The following lessons are designed to provide teachers with an opportunity to develop citizenship education in **history** lessons.

#### Structure

There are six lessons outlined here, each lasting approximately one hour.

In lessons 1-2, pupils are asked to make sense of the situation that existed in the early part of the 20<sup>th</sup> century when, seemingly against all the odds, women were granted (or seized?) the right to vote.

In lesson 3, pupils examine the role of justice in historical change.

In lessons 4-5, pupils become involved in a role-play that raises many of the issues that led to women's enfranchisement.

In the last lesson, pupils think about the future role of women through the eyes of an historian living in 2050.

#### Aims

The overlap between history and citizenship is an obvious one. Many would feel that simply by learning history, pupils are involved in the sorts of issues that will help them understand and act more effectively as citizens.

In these lessons, however, a deliberate attempt is made to bring those citizenship issues to light. We want history teachers to be explicit about the connections with citizenship.

We have tried to achieve this in three ways. Firstly by trying help students **understand** citizenship issues. Secondly by making a clear connection with justice and rights. Finally we have asked pupils to explain, participate, and tolerate in ways that give them an opportunity to **act** like citizens.

## **Background**

You may find the following information useful.

## Introduction to lesson 6

The focus of this lesson is toleration. By asking pupils to think about the present day from the perspective of a historian writing in the future it may be possible to encourage some critical distance from the current context. This distance may allow pupils to see themselves as actors at a particular point in history. Pupils should be challenged to consider the extent to which they accept the present way of doing things as the only right way to proceed. The ways in which our understanding of justice changes should be brought into sharp relief by comparing past, present and future.

Pupil / teacher activities	Teacher's notes
<p>• Begin the lesson with a review of the work that pupils have been doing on the rights of women.</p> <p>Ask them (either in small groups, or as a whole class) to make a note of the key points. Take them in any order at first, and then try to put them into historical sequence. Move the discussion on to recent times, including <i>The Equal Pay Act 1970</i>, <i>The Sex Discrimination Act 1975</i>, and the position of women today in the labour market.</p> <p>It may be helpful to ask pupils to record this as a timeline, a copy of which, <b>The rights of women</b>, is attached.</p> <p><i>(15 minutes)</i></p> <p>• Pupils will note that the timeline goes on after 2001 to the year 2050. Explain that, for the remainder of the lesson, it is this period on</p>	<p>This lesson opens with a review of the work already undertaken on this topic. However, the main purpose of this lesson is twofold.</p> <p>The first is designed to speculate on further changes on the role of women in our society in terms of both their likelihood and desirability.</p> <p><i>The second aim is to help pupils think about how they might respond to such changes, particularly if they were felt to be undesirable.</i></p> <p>It may be helpful here to remind pupils that what we do today can have a big impact on the future. Today we are making history that others will look back on.</p>

<p>which we shall focus.</p> <p>Ask the class to imagine a historian working in the year 2050, trying to make sense of what happened in the first decade of the 21<sup>st</sup> century. The historian knows all about the events of the 20<sup>th</sup> century, but also knows what happened right up to and including the year 2050.</p> <p>With the class working in pairs, give pupils a copy of <b>A brief life story</b> and the set of four accounts, <b>All change</b>.</p> <p>First of all, ask pupils what they can deduce about Sarah from the biographical information.</p> <p>Then explain that the four accounts are statements that might be written by a historian working in the year 2050. Ask pupils to read through each one carefully and then to decide:</p> <p>a) which of the accounts is most likely to happen;</p> <p>b) which, as far as they are concerned, describes the best outcome.</p> <p>If it is helpful, this process can be formalised by asking pupils to complete the sheet, <b>Judging the future</b>, on which they comment on each account and indicate the importance to themselves of the outcome.</p> <p><i>(20 minutes)</i></p>	<p><i>It will probably make the information easier to handle if you cut the scenarios in <b>All change</b> into slips.</i></p> <p><i>This is designed to indicate that, although Sarah was educated at university, she did not come from an especially wealthy or privileged background – but that, judging from her employment record, she was a particularly capable lawyer.</i></p>
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- Take a brief indication from the class of their responses to each of these questions.

Adopt the role of a critical friend, asking pupils, where possible, to justify their views with evidence or reasoning.

*(10 minutes)*

- Finally ask pupils to think about what they might do if their least favourite account came true.

Some possible responses are listed for them to consider, on **Judging the future**.

*(15 minutes)*

*There is an opportunity here to explore the basis on which pupils giving their views. Does gender play any part in their response? Are they expressing a view on the basis of self-interest, or do they see the issue in wider terms – for the good of society?*

*There are a number of issues that can be raised here.*

- *Is there any difference between what pupils might do and should do? If so, why?*
- *Do people have a duty to take action against something they disapprove of?*
- *Should we tolerate something we dislike? What are the limits to this?*

*Low level responses are those that see the present position as simplistically the right approach.*

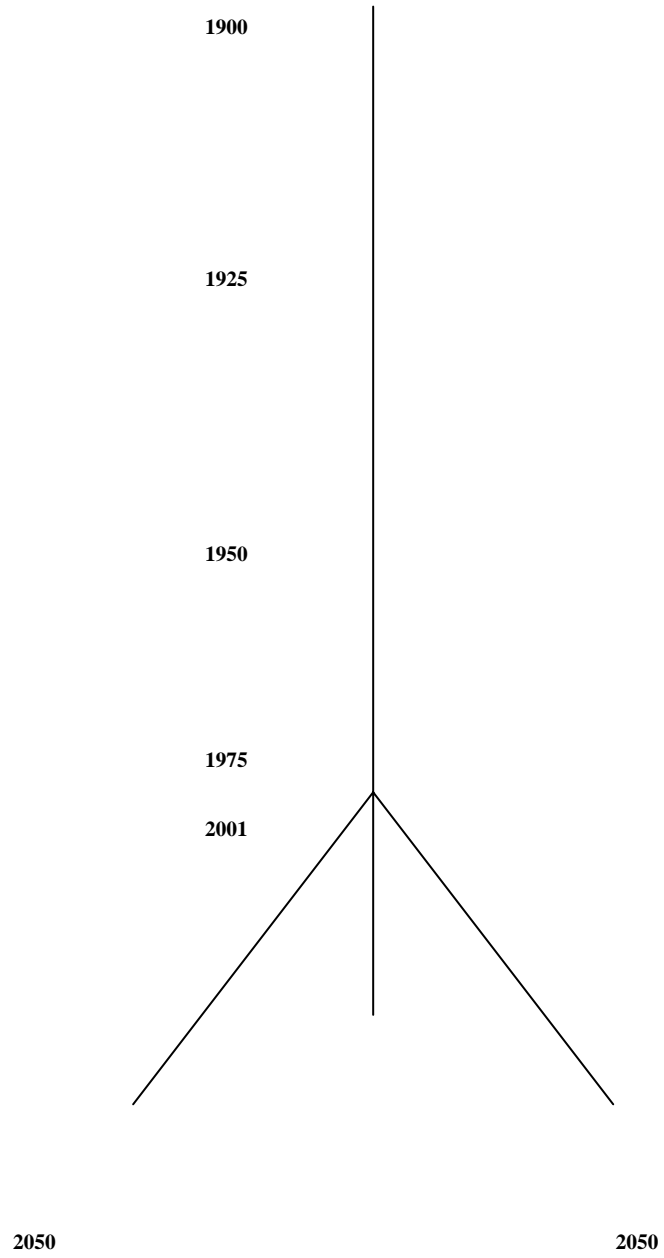
*Mid level responses see some links between past and present and future but there is a rather one-dimensional view of the right outcome.*

*The best answers show a clear awareness of the importance of context, the generation of different perspectives among different people and the principle of justice. There may be some*

	<p><i>uncertainty about the specific outcome that can be achieved in order to be just but there is an awareness of the importance of relating real world possibilities and abstract principles such as fairness.</i></p>
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**The rights of women**

**A timeline, 1900 – 2050**



## **A brief life story**

**News bulletin:** It has just been announced that British lawyer, Sarah Jones, at the age of 28, has become the highest paid lawyer in the world.

**Name** Sarah Louise Jones:

**Born** 17<sup>th</sup> May 1977, York

**Education:** St Joseph's Primary School, Newcastle-upon-Tyne 1982 - 1987.

Hall Garden High School, Bedfordshire, 1987 - 1994

Graduated from the University of Leeds, 1997

Trains in London to become a solicitor, 1997 - 2000

**Work** Joined the top British legal firm Ross and Williams in the USA and Japan, 2000 - 2002

Transferred to another legal firm, Hughes and Oliver, 2002 - 2005

Appointed senior partner at Ross and Williams, 2005

## **All change**

**Account 1** It was a real turning point when Sarah Jones became the world's highest paid lawyer. People realised that society had become much worse since women obtained the vote. Having so many women out at work meant that children were ignored and that there was no one to look after the home. Men felt that they had lost their traditional role and turned to excessive drinking and loutish behaviour.

The size of Sarah Jones' salary made people think again. With all the bad publicity, the law firm soon asked Sarah to leave, and women as a whole were discouraged from looking for work. Instead people returned to a safe traditional environment where a mother's place was in the home.

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**Account 2** When it was announced that Sarah Jones was the highest paid lawyer in the world people realised that the struggle that had started with the suffragettes had finally come to an end.

Men and women were now equal, and this was all that women had wanted. They needed to have an equal chance to show that they could earn the top salaries that had previously been reserved for men.

Men now knew that their power depended not on being a man, but on their ability to work effectively. Once it was seen that a person like Sarah could earn such huge sums, women knew that a great step forward had been taken. Ability was now what mattered.

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**Account 3** The case of Sarah Jones was a real turning point. Sarah made it clear that men's power was finished. Women had seized the right to vote in 1918. They had gradually worked their way up through society. It had been a difficult struggle, with many problems, but at the start of the

21<sup>st</sup> century it was finally realised that men were simply not as good as women.

When people saw what Sarah had achieved in such a short time, they knew that society would not be the same again. The 20<sup>th</sup> century had begun with men having all the advantages. Now it was clear that women were the natural leaders of society.

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**Account 4** The case of Sarah Jones was of little or no importance. People's ideas about money and power had already begun to change.

Protests against the power of big business, which started at the beginning of the 21<sup>st</sup> century, showed that people had realised that they just had to earn enough for what they needed. They knew that powerful cars, big houses, and huge salaries didn't make people happy.

Did Sarah Jones have anything to do with this? Perhaps she did. Today we have a far healthier society where the old male ideas of competing and winning are no longer useful; for children, women – or men.

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Judging the future

**A** Read through each of the imaginary accounts written in the year 2050. Mark each one on a) how likely it is to come true and b) how much you would like it to happen.

A high score should be given to something that you think will probably take place or would like to happen.

Account Number	Likely to come true (mark out of ten)	I'd prefer to come true (mark out of ten)
1		
2		
3		
4		

**B** Now think about how important it is to you what happens to women over the next fifty years, and mark your feelings on the line shown below.

I don't really mind

It matters a lot



**C** You have been told that your least favourite of the historian's account will come true. What do you think? Use some of the statements below to explain how you  
Might respond.

"There's not much I could do, so I would just put up with it."

"I'd check what could be achieved before I did anything. This means that I won't fight against things I can't change."

□ “It’s important to stand up for what I believe. I won’t tolerate things that are wrong.”

□ “If that’s what people want, then it’s normally a good thing.”