



Lesson Plan 2: The 1832 Reform Act

Resources

Lesson two articles, the chronology and the glossary
Information from lesson one

Key questions:

- What changes did key figures think were necessary to end civil unrest in the country?
- What did the 'Great Reform Act' really do?
- Did the Act lead to all people having the vote?

Stage 1

Introduce the statement: 'obliged to enforce, by arms, obedience to acts of this House – which, according to every just theory, are supposed to emanate from the people themselves.'
Lord John Russell made this statement in Parliament – what do you think he meant by it?
How did it motivate him to push for Reform?

Stage 2

Using the information in this section create a time line of events from 1819 to 1832 that mark the key events and actions by different people and groups that led to the passing of the Reform act.

For low abilities or for group work it might be best to concentrate on one of the pieces of information and then ask the different individuals/groups to bring their timelines together to create one large timeline at the end.

According to the information - what were the key arguments for and against reform? Who supported each of the arguments?

Stage 3

Using the information from the first lesson and this one, create a grid that charts what was needed to be an MP; to create a constituency; and to vote for each of the time periods as we go through in the lessons. Leave a final column for your thoughts about these stages.

Stage 4

Create a spider diagram with the 1832 Reform Act in the centre, on the different legs list the following and what they received from the Act: Parliament; MP selection; working class men; working class women; middle class men; middle class women; male land owners and the aristocracy; female aristocracy; industrial cities, small villages.

Extended activities

Find out more information about the BPU and its role in Reform
What happened to the rioters who were transported to Australia?