



## Lesson Plan 6: Overview

### Resources

All lesson materials

The chronology, brief chronology of the acts, and the glossary

### Key questions:

- Who were the different groups involved with Reform process?
- Who were some of the MPs that made a significant difference to achieving or trying to block Reform?
- What difference did the Reform of Parliament make to the lives of the majority of the male and female population of Britain?

### Stage 1

Divide the class into groups to represent the following:

- Ultra Tories
- Tories
- Conservatives
- Whigs
- Radicals
- Chartists
- The Reform League
- The BPU
- Militia leaders
- Marchers in Monmouth
- Marchers in Marylebone

From all the resources that have been explored ask the groups to create biography of each of the key groups explaining what they stood for, what they did at various times and how they affected the process of Reform. After the designated time ask the different groups to present their information to the whole class to keep a collected record (possible digitally) on each of these groups.

### Stage 2

Either working alone or in small groups - create a chart of all the MPs that have been mentioned and some of the Prime Ministers (Wellington, Gladstone, Disraeli). List their name, dates as an MP, party, if they were for or against Reform and one key fact about them to do with the Reform process.

Higher abilities can create a more complete biography and add another category that indicates whether their position on Reform was successful and if their position helped or hindered their career.

### **Stage 3**

Discuss and record the following statements:

The parliamentary process was only reformed so that politicians would have more people to vote for them.

*Explore any evidence for this for each of the Reform Bills*

The Reform of Parliament is just part of the way that society was changing during the nineteenth century and would have happened with, or without organisations like the Reform League.

*The chronology might help pupils to look at these reforms in the wider context to discuss this statement.*

(Stage 4 on following page)

## Stage 4

Create one of the following charts for each of the six Reform Acts include changes such as a member of the household can vote even if it is not that person e.g. middle class –woman, her husband could vote.

Person	Status before the bill	Status after the bill	Key change or improvement
Working class man – rural			
Working class women – rural			
Working class man – industrial town			
Working class woman – industrial town			
Middle class man – rural			
Middle class women – rural			
Middle class man – industrial town			
Middle class women – industrial town			
Landed gentry/ wealth – male			
Landed gentry/ wealth – female			
An MP			

When there is a chart for each of the Reform Acts compare and discuss which of the Acts made the most difference to the lives of the different groups and to the country as a whole.

### Extended activities

Write up the whole process of reform for a newspaper article that was a pro-Reform paper and or an anti-reform paper.