

Unit 3 – James Maxton; a man of politics

Lesson 1

Soc 2-03a: I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

Soc 2-04a: I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

Soc 2-15a: I can use evidence selectively to research current social, political or economic issues.

Significant Aspects of Learning:

Understanding economic, political, social and environmental issues.

Skills Development:

Planning and reviewing investigation strategies

Learning Intention:

To become more familiar with the political beliefs of James Maxton.

Success Criteria:

- I can describe the main features of socialism.

Lesson Plan

Resources required:

- *I See I Think I Wonder* PowerPoint
- *James Maxton – My Beliefs* worksheet document
- Variety of sources about late Victorian times and Scotland in the 1920s/30s, as appropriate and available
- *James Maxton's Anti-War Speech* parts a, b, c

Activities

- Discuss and recap what we already know about James Maxton.
- Carry out *I See I Think I Wonder* thinking routine using the pictures in the PowerPoint. Discuss what these sources tell us about life at this time.
Note: first two slides show pictures of applications made for poor relief. Explain to students that this was before Britain's social welfare system was introduced and that if people needed assistance to live in those days they approached the Poor Law authorities. Link to poor houses and life in Victorian Times.
- Students work in groups of four or five to build up a picture of Glasgow/Scotland in the 1920s and 30s. Key areas to be addressed: health, housing, employment, education, industry, religion, working conditions.
- Use the findings of the previous activity to create a short informative presentation to the class. Groups each present their findings to class using their own chosen medium – WMM, PowerPoint, annotated poster etc.
- Class discussion - Compare and contrast life in Glasgow/Scotland then to now.
- In pairs students research the political views of James Maxton as expressed in his *Anti-War Speech*.
- Complete *James Maxton, My Beliefs* worksheet (first half only)
- Learners work in pairs to research and list the main features of socialism. Complete second half of *James Maxton, My Beliefs* worksheet
- Class discussion on what the main features of socialism are.
- Discuss other political affiliations and summarise main features of these – students could work in groups to research an allocated political party and then feedback to class on that party's main policies.

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Lesson 2

Soc 2-02a: I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.

Significant Aspects of Learning:

Understanding economic, political, social and environmental issues.

Skills Development:

Developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources.

Learning Intention:

To analyse a political speech in order to understand its meaning.

Success Criteria:

- I can read and summarise a political speech.

Lesson Plan

Resources required:

- *James Maxton's Anti War Speech a, b, c* – text in full.
- *Thoughts and Crosses Worksheet*
- *Higher Order Thinking Fans A4 document*

Activities:

- Recap on various political parties and their traditional beliefs. Teacher may want to refer to this website: <http://www.parliament.uk/about/mps-and-lords/members/parties/> to research various parties and their beliefs.
- Read *James Maxton's Anti War Speech* as a class, going over any tricky vocabulary. Teacher may want to read over this beforehand and highlight the text they want to read with the class as it is a very long document with some vocabulary which learners may find

inaccessible.

- Students work in pairs. Give each pair a copy of the *James Maxton Anti War Speech (a, b, c)*, a copy of *Thoughts and Crosses* worksheet and a copy of the *Higher Order Thinking Fans A4*. Students work together to complete the *Thoughts and Crosses* board by creating HOTS style questions on James Maxton's address. They should then swap with other partners who will play their completed game. Some of the text is difficult so more able readers should be paired with less able readers. Teacher should consider working with a group of less able readers.
- Students work in pairs to summarise James Maxton's address by finding ten main points. Share these as a class.
- Class could watch a modern MP making a speech and discuss the differences in the type of language used then and now.
- Students work in pairs to create their own speech about an issue they think is important in today's world. They could present these to the rest of the class and record/edit them (either audio or video) if appropriate.