MUSEUM OF NORTH CRAVEN LIFE

Lives of Local People

Walter Morrison

The Grand Old Man of Craven

WALTER MORRISON W:M 1836–1921

THE FOLLY
Museum of North Craven Life

Image: Giggleswick School

Guidance Notes for Classroom and Home Learning:
Key Stage 3 & Key Stage 4

Citizenship

History

HERITAGE FUND
LOTTERY FUNDED
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Image: By kind permission of David and Kate Kenyon

Introduction

This resource celebrates the life of Walter Morrison and his legacy for the Craven area. It has been produced as part of a centenary Festival in honour of the 'Grand Old Man of Craven.'

The pack contains guidance notes for teachers or for home learning, with background information about Walter's life and role in Craven. There is an accompanying power point presentation containing the high-resolution images in this pack and an Engage video to introduce the Key Question for pupils to consider. Activity ideas and resources for Key Stage 3 and Key Stage 4 linked to History and Citizenship are included.

Images reproduced courtesy of:

Brayshaw Archive
Kirkby Malham School
Malhamdale Local History Group (MLHG)
North Craven Building Preservation Trust

Thanks to:

Colin and Sue Lugton
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John Frankland
James Bellis

Walter walking in Settle
Image: MLHG

Lives of Local People

This resource can be used in conjunction with the cross-curricular set of KS3 resources about Settle and the surrounding area, *Exploring Our Local Area*. These resources are available on the museum website.

Local Area Study Support

The creative work produced by pupils can be used to create a local area study display in school. The *Exploring Our Local Area: Exhibition Support* resource is also available to be downloaded from the museum website with a useful timeline, additional photographs from the museum collection and tips on how to create a display.

Please contact the museum if you are interested in a museum objects loan box to support your school display.

Contents

- **Engage**
  Each theme is introduced through an object from the museum

  A video introducing the object and explaining how it links to the theme is available on the Engage slide of the accompanying power point presentation
- **Enquiry**
  A key question for pupils to consider critically
- **Evidence**
  Museum objects and information provided for pupils to work through and reach their own conclusion to the Key Question
- **Explain**
  Pupils use the evidence to answer the key question, through a piece of creative writing
- **Explore**
  Activity to extend learning
- **Creative Connections**
  An inspiration gallery of object images and ideas for literacy work and creative activities
- **Discuss**

  Look out for the discussion points throughout the resources

Walter Morrison (1836 – 1921)

Walter Morrison, the 'Grand Old Man of Craven', was dedicated to public service. He loved the landscape of Malhamdale and during his lifetime was committed to improving the lives of people in Craven. The Industrial Revolution was a time of political and social reform, as Britain's modern democratic system emerged, and Walter was an MP throughout this time of change. Although Walter Morrison is not well remembered today, he did leave an important legacy in Craven through his generosity, dedication to good works and patriotism.

Learning Objectives

Pupils will be able to:

- Describe how Walter supported political and social reform during the nineteenth century
- Give a definition of democracy and explain how Walter supported the values of our modern democracy
- Recognise the role of campaigns in ensuring different viewpoints are represented and explain how they can make real changes in our society

National Curriculum Links

KS3 CITIZENSHIP

- The precious liberties enjoyed by the citizens of the United Kingdom
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

KS3 HISTORY

- Ideas, political power, industry and empire: Britain, 1745 – 1901
- A local history study

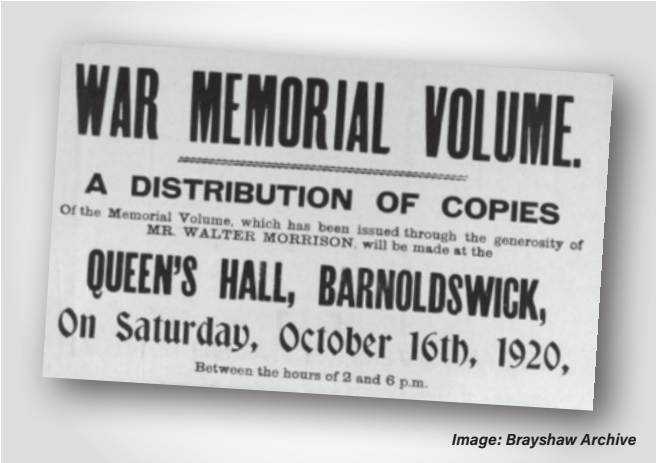
KS4 CITIZENSHIP

- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

GCSE HISTORY (AQA)

- Power and the people c1170 to the present day

Craven's First World War memorial book



Poster advertising distribution of the memorial book

Engage

What is the mystery museum object?

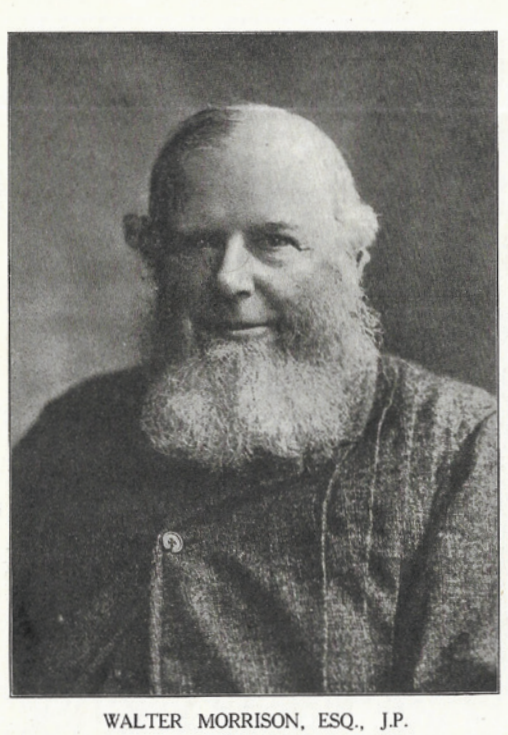
Published by the Craven Herald newspaper in 1920, 'Craven's Part In The Great War' was Walter's final gift to Craven after a lifetime of public service. It contains a brief history of the First World War and the service of the Duke of Wellington's West Riding Regiment in Flanders. It also acts as a lasting memorial, recording the names, photographs and any known facts of over 1500 men and one woman and one women from Craven who fought and died in the First World War.

The title pages records that all of the costs in preparing, printing and distributing the book were paid for by Walter. It was given to everyone from the Craven area who served in the armed forces, or the relatives of those who died. Each book had a personalised presentation label added to the inside front cover. It was produced in remembrance of those who died 'answering the call of duty'. Walter helped to distribute and present it personally across Craven, despite being in ill health.

Only two weeks after Britain declared war on Germany, in August 1914, the people of Settle were invited to a public meeting to discuss how the community could react to the suffering to come. The meeting was chaired by Walter, who had already donated the modern day equivalent of £100,000 for uniform (shirts, socks, and boots) for the volunteers now known as the Territorials. Walter was part of local fund-raising efforts throughout the war, including a Christmas Parcel fund in 1916. He also gave money to help found a convalescent home for wounded service men, to support the Belgian War Ambulance Service and the equivalent of over £1 million for the Fund for Russian soldiers in Germany.

Throughout his lifetime Walter was committed politically and philanthropically to helping improve the lives of others.

A digital copy of the memorial book can be found at www.cpgw.org.uk.



Each memorial book was personalised
Image: Museum of North Craven Life

Walter Morrison

Walter's waistcoat

Enquiry

Key Question:

To what extent can Walter Morrison be considered a political and social reformer?

Cartoon of Walter Morrison

Image: Bradford Weekly Telegraph, 3 July 1886

Evidence Slide 1

Who was Walter Morrison?

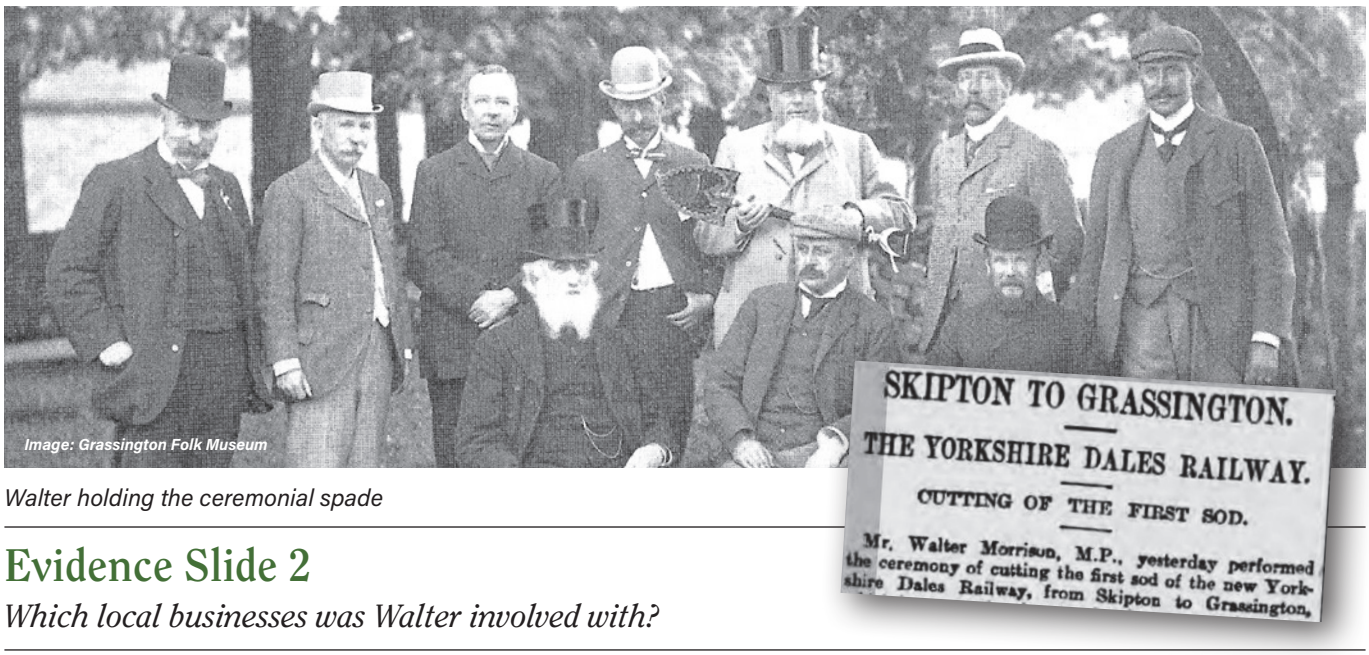
The Malham Tarn Estate was bought by James Morrison MP for £90,250. In 1857 it was inherited by his son Walter, along with £300,000 (the equivalent of £34.7 million). Although he had been born in London, Walter became an extremely rich Yorkshire landowner at only 21 years old.

Being from a rich Victorian family, Walter went to private school at Eton. He went on to gain a first-class honours degree at Oxford University, where he was a respected member of the rowing team which won the river race in 1855.

After his father died, he set off on his Grand Tour, travelling around Europe, Egypt, Syria and North America. Like for many gentlemen at that time, the Grand Tour contributed to a life-long interest in history, archaeology, and science.

What did Victorian gentlemen wear?

Walter's father made his fortune in haberdashery and drapery. Well-dressed Victorian gentlemen required high quality suits, waistcoats, shirts, ties and hats plus other accessories such as handkerchiefs and pipes, to suit all types of social occasions. The waistcoat above is believed to have belonged to Walter. It is now in the collection of Craven Museum, Skipton.



Walter holding the ceremonial spade

Evidence Slide 2

Which local businesses was Walter involved with?

Although Walter was already a millionaire, he had many business interests, including in Argentina where today a town and a railway station are named after him.

He was also involved with local enterprises which played a significant role in the economy and prosperity of the area. In 1880 he became a Director of the Craven Bank Ltd, which had been established in Settle in 1791 to provide vital financial services to the local community. The importance of farming to the local economy was reflected in the Craven Heifer being featured on the notes issued by the Bank. Walter was very involved in local agricultural matters, and for a time acted as President for both the North Ribblesdale Agricultural Association and the Craven Agricultural Society.

The development of the railways in the mid-nineteenth century brought social and economic advantages to rural areas such as Craven. Goods and people could be moved more quickly and easily, stimulating new industries and creating jobs. Walter actively promoted the Yorkshire Dales Railway and was a large shareholder and Director of the company, eventually becoming its Chairman. In 1900, construction began. Walter was even pictured cutting the first sod of turf.

ROYAL NORTH LANCASHIRE AGRICULTURAL SOCIETY.

Patron: Her Most Gracious Majesty THE QUEEN.
President: The Right Honorable Lord STANLEY, M.P.

THE ANNUAL SHOW MEETING of this Society for 1863 is fixed to be held at LANCASTER, on WEDNESDAY and THURSDAY, the 26th and 27th days of August next, when Premiums, Silver Medals, and Challenge Cups, amounting to £700, will be offered for competition.

The trial of Reaping and Mowing Machines will take place on the 26th August; the Exhibition of Stock and the Annual Dinner on the 27th.

Lists of premiums, together with the rules of the Society, and certificates for the entry of stock, &c., may be had on application to the secretary.

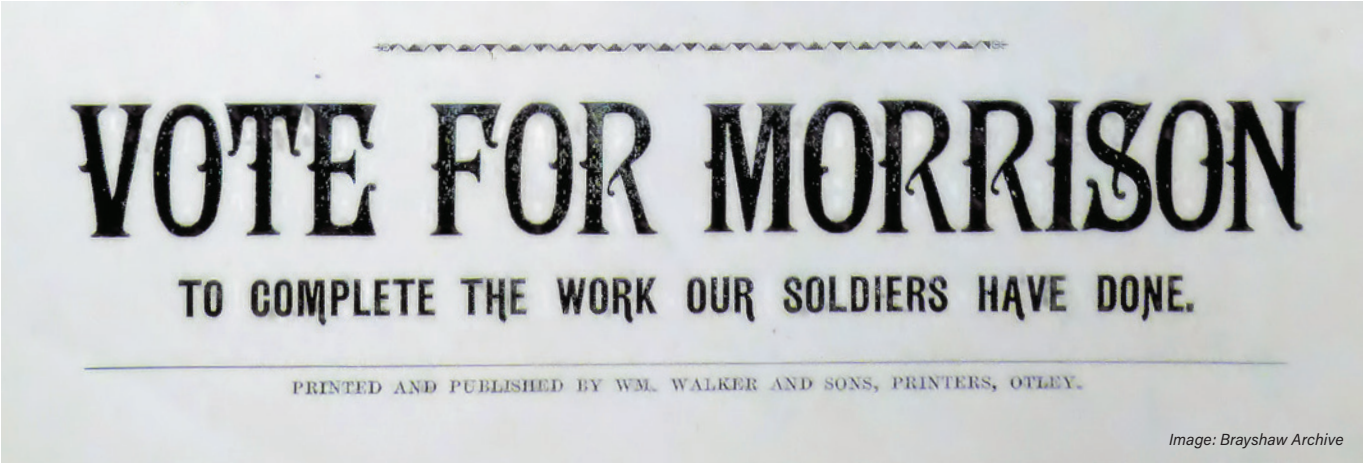
The entry for premiums will be *finally* closed on the 15th of August. By order of the Council.

GEORGE HUNT, Secretary.

20, Chapel-walks, Preston, 9th July, 1863.

Advert for the Craven Agricultural Society show

Image: Lancaster Gazette, 18th July 1863


VOTE FOR MORRISON

TO COMPLETE THE WORK OUR SOLDIERS HAVE DONE.

PRINTED AND PUBLISHED BY WM. WALKER AND SONS, PRINTERS, OTLEY.

Image: Brayshaw Archive

General Election flyer, 1900

Evidence Slide 3

What was Walter's role in political reform?

Victorian society was based on a strict social hierarchy, organised by social class and gender. Walter was part of the wealthy upper class and as such a career in politics as a Member of Parliament (MP) was open to him. MPs had to own a certain amount of property to be able to stand for election. They were not paid and had to rely on other sources of income. This stopped people who needed to work for a living from becoming MPs.

Walter was first elected as a Liberal MP for Plymouth in 1861. Walter later left the Liberal Party and won the seat in Skipton for the Liberal Unionist Party in 1886, where he focused on appealing to voter's patriotism, rather than party politics. This change in party loyalty was described in his obituary:

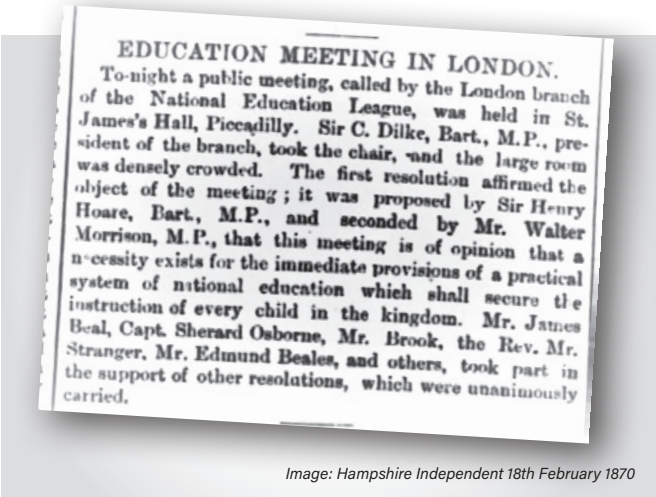
"No party label quite fitted him at any period, but he was too sensible to suppose that it was possible to dispense with political parties altogether, and threw his weight wherever he thought it most likely to further the causes which to him were always the same."

Political and voting reform was one of the causes Walter was keenly interested in. Starting with his first election address in 1861, he advocated for expanding voting rights to the working class and later spoke in favour of proportional representation. In 1871 he also demonstrated his support for votes for women, chairing a meeting of the Women's Suffrage Movement. Following the meeting it was reported that "He thought the time when women would vote for members of Parliament was not far distant." Walter was a member and later Vice President of the Central Committee of the National Society for Women's Suffrage.

'Your Old Friend and Neighbour' General Election flyer, 1900

Above images: Brayshaw Archive

Morrison Buildings in London



EDUCATION MEETING IN LONDON.

To-night a public meeting, called by the London branch of the National Education League, was held in St. James's Hall, Piccadilly. Sir C. Dilke, Bart., M.P., president of the branch, took the chair, and the large room was densely crowded. The first resolution affirmed the object of the meeting; it was proposed by Sir Henry Hoare, Bart., M.P., and seconded by Mr. Walter Morrison, M.P., that this meeting is of opinion that a necessity exists for the immediate provisions of a practical system of national education which shall secure the instruction of every child in the kingdom. Mr. James Beal, Capt. Sherard Osborne, Mr. Brook, the Rev. Mr. Stranger, Mr. Edmund Beales, and others, took part in the support of other resolutions, which were unanimously carried.

Image: Hampshire Independent 18th February 1870

Walter actively supported the provision of education for all children

Evidence Slide 4

What was Walter's role in social reform?

Despite his privileged upbringing, Walter had a sense of duty for improving the lives of others, particularly working people.

Walter supported the work of the *Improved Industrial Dwellings Company* to improve the living conditions of the 'worthy' poor. He campaigned for the Co-operative movement and attended the Co-operative Congress in May 1869 with his friend Thomas Hughes (the author of 'Tom Brown's School Days'), who was a committed social reformer. The Co-operative movement was founded by Robert Owen and grew out of the changes to society happening during the Industrial Revolution. The movement was based on the principle of mutual assistance and providing working people with the means to better support themselves.

In addition to campaigning politically for improvements in the living conditions of working-class people, Walter financially supported both the *Improved Industrial Dwellings Company* and the growing Co-operative movement. The 'Morrison Buildings' on Commercial Road in London is a surviving example of an *Improved Industrial Dwellings Company* housing block.

Evidence Slide 5

What was Walter's role in educational reform?

Education became compulsory for all children under 10 with an Act of Parliament in 1880.

Prior to this, Walter had been a keen advocate of improving access to education and a national system of education for all children. As a supporter of the National Education League, he was one of the MPs who spoken in the house in support of the 1870 Education Bill. This Act greatly expanded school provision and paved the way for compulsory education for children.

In addition to political support, Walter made significant changes to many educational institutions through his generosity with his time and money. Large donations were made to Eton School, Oxford University, and the Bodleian Library. In Craven, he funded the construction of two new schools, Kirkby Malham United School and Malham Moor School, at an equivalent cost of over £400,000. He served as a governor at Giggleswick School for almost 60 years.

Access to education for adults also improved, with Mechanics' Institutes being set up in many places to provide night classes for working men, to 'improve themselves'. Walter gave generously to hundreds educational projects, including a donation for books for the local Reading Room. Walter supported the Mechanics Institute in Settle, and gave various lectures including on the geography of Palestine.

Malham Tarn House

Evidence Slide 6

How influential were Walter's friends?

Walter loved his 'mountain home' at Malham Tarn and lived there for over 60 years, attended by a team of servants, and carefully managed the estate's business. He was known for his generosity and hospitality. Many of his prominent friends, who shared his views on social and political reform, visited the Malham Tarn estate. These included politician and author Thomas Hughes, and philosopher and reformer John Stuart Mill.

Thomas Hughes

A Liberal MP, Hughes was a committed social reformer and involved in supporting the legal position of co-operatives. He is the author of 'Tom Brown's School Days'.

John Stuart Mill

Mill was a strong advocate of women being entitled to the vote and to have the same legal rights as men. He was the very first MP to argue that women should also be allowed the right to vote. In 1867, his proposed amendment to the voting Reform Bill, replacing 'man' with 'person', was rejected.

Images: wikicommons

Memorial panelling in Kirkby Malham church

Evidence Slide 7

How is Walter remembered today?

There is not a grand statute to Walter in Craven, instead he has memorials intricately linked with his philanthropy and personal contributions to the area. The title page of Walter's gift to the community after the First World War, 'Craven's Part In The Great War', is a lasting reminder of his generosity and sense of duty to his community, but he is also commemorated in other ways in the local area. At Kirkby Malham Church there is wooden memorial panelling in the Sanctuary. Giggleswick School still display a portrait of their benefactor today, and in the school chapel is a stained glass window memorialising Walter's key role in the construction of the iconic building.

Stained glass window in Giggleswick School Chapel

Image: Giggleswick School

Walter Morrison

Evidence Summary

To what extent can Walter Morrison be considered a political and social reformer?

Walter's legacy is closely linked with his sense of duty given his place in society, which was demonstrated through his political support for electoral and social reform and his financial generosity for charities and good causes.

- **As an MP** he supported many important reforms, significantly the 1870 Education Act and education for all children, improving working and living conditions for working class people and was a keen early supporter for extending the right to vote for all men and women.
- **As a philanthropist** he gave generously to many good causes, significantly improving the access and quality of education for local people and contributing to improving housing conditions for working people.
- **As a landowner** he managed the Malham Tarn estate carefully and supported local agricultural organisations. He associated with many significant Victorian reformers.
- **As a businessman** he promoted the economy of the local community; as Chairman of the Craven Bank and in his support for developing the railways in Craven.
- **As a member of the community** he left a lasting legacy particularly due to his fundraising work during the First World War, culminating in the 'Craven's Part In The Great War' memorial book.

Explain

Walter Morrison clearly had a keen interest in the issues of inequality facing British society, politically advocating for change during his time as an MP and personally donating money to support organisations working to make a difference in the lives of working people. But, pose the questions to pupils – did he do enough to be considered a reformer alongside some of his friends such as John Stuart Mill? Ask pupils to answer the question including evidence from their own classroom studies on the voting, social and educational reforms of the late nineteenth and early twentieth century.

Use the evidence from the objects and class discussion to form their own answer to key questions. This could be the basis for a piece of formal or creative writing, a class debate, or a creative response.

Explore: Changing Britain

Walter became an MP in 1861. Britain's modern democracy was still developing alongside dramatic social changes. Reform in the electoral system had already begun, with the 1832 Reform Act which increase the franchise from 1 in 10 men to 1 in 5 men being able to vote. The entitlement to vote was based on wealth, ownership of property and gender.

19th Century Reform

Ask pupils to examine the primary sources and make inferences about Walter Morrison's views on reform. Pupils can include evidence in their answers about how Walter's views fits with the timeline of electoral reforms during the nineteenth century.

SOURCE 1

Walter was a supporter of universal suffrage and thought that working men and all women should be entitled to vote.

SOURCE 2

Walter worked to improve working and living conditions for working people, including financially supporting social housing schemes. It was the view of some of Walter's friends such as John Stuart Mill and the Co-operative movement that working people should be enabled to help themselves.

SOURCE 3

In 1894 Walter acted against a newspaper for libel. It was claimed his overseas investments were driving down food prices in Britain and that he reduced rents on his estate in order to bribe his tenants for votes.

SOURCE 4

Walter was committed to the causes he felt were important, including universal suffrage. In his obituary it was recorded that these commitments were more important to him than party loyalty, which was demonstrated when he left the Liberal party to join the Liberal Unionists.

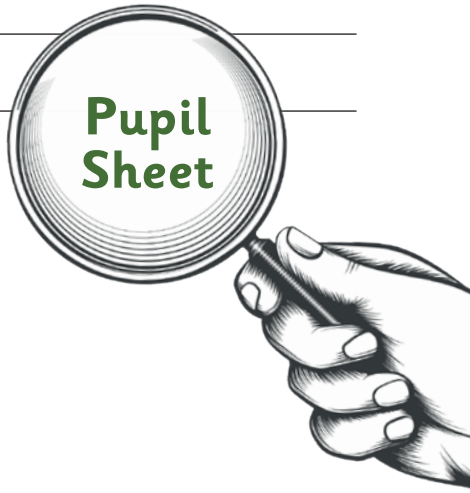
SOURCE 5

This source implies that Walter felt real change to the lives of working people could only come from action instead of talking about reforms.

SOURCE 6

Walter was patriotic as is evident in the imagery of this poster. The source shows his political support for the soldiers who had been fighting in the Boer Wars.

Explore: Changing Britain



Examine the primary sources, linked to Walter Morrison's life. What inferences can you make about his views on society and reform during the nineteenth century?

We can make inferences by thinking about who wrote the article and the meaning behind the words.

- What is the tone of the article?
- Is the author trying to convey a message or opinion?

Use evidence from the source to support your inferences and demonstrate your knowledge of change and reform taking place in Britain.

SOURCE 1

The CHAIRMAN announced that letters of apology had been received from Lady Amberley, Mrs. Grote, Lady Bowring, Miss Carpenter, Mr. Russell Gurney, Lord Lyttelton, and others. He alluded to the progress which the question of female suffrage had made, and declared that all the arguments in favour of the franchise of the working classes were applicable to this question also. The ladies who sat on the school boards had done their duty so as to evidence their fitness for the exercise of the franchise, and he thought the time when women would vote for members of Parliament was not far distant.

Morning Post , 29th April 1871
Report written following Walter chairing a meeting of the Women's Suffrage Movement

SOURCE 2

THE POLITICAL SERVICES OF MR. WALTER MORRISON.

A correspondent of the *Hampshire Telegraph* (Portsmouth) writes as follows:

In 1871 Mr. Morrison defended the cumulative vote "because without that it would have been impossible to place any working man on a School Board," declaring his desire that all parties should be represented there. In 1872 he expressed his regret that prejudices of a social kind existed against workmen trying to acquire land, and in June, 1873, he protested manfully against the wasteful expenditure of local authorities at elections, asserting that "it was unwise to keep an artificial barrier to prevent poorer men from coming into Parliament." "The presence of representative workmen," he added, "would be desirable;" they would then be required to reduce their theories to Bills, and perhaps they would consider that their political regeneration was not to be worked out by Acts of Parliament so much as by self control and industry. Surely the number of earnest, independent, tolerant, large-minded men in Parliament is not so overpoweringly great that the country could afford to lose this gentleman from its grand councils. Remembering what Mr Morrison has said and done in the House, one cannot help regarding his absence as no slight national loss, which we trust that some thoughtful patriotic Liberal constituency will seize an early opportunity of repairing. As regard Mr. Morrison's indefatigable labours out of Parliament for the amelioration of the condition of working men, there is no need for me to say one single word.

Western Daily Mercury, 18th May 1874

SOURCE 3

Extract from *Pioneer's* Leading Article, June 24th, 1892.

MR. MORRISON AND CRAVEN FARMERS.

Elsewhere we publish a letter for which we bespeak the thoughtful attention of the farmers of Craven. It has long been the fashion of Conservative orators to proclaim Mr. Morrison as a model landlord, the only justification for that claim being the fact that he has for some time made a certain temporary remission upon impossible rents. Mr. Morrison's friends do him no good service in constantly parading this act of bare justice, for if the whole truth about Malham Moor agriculture—once so prosperous, now so decayed—were told, some strange and unexpected disclosures would be forthcoming. It will be wise, then, if discreet silence is preserved for the future as to these much lauded remissions of rent and gifts of cotton-cake.

West Yorkshire Pioneer, 24th June 1892

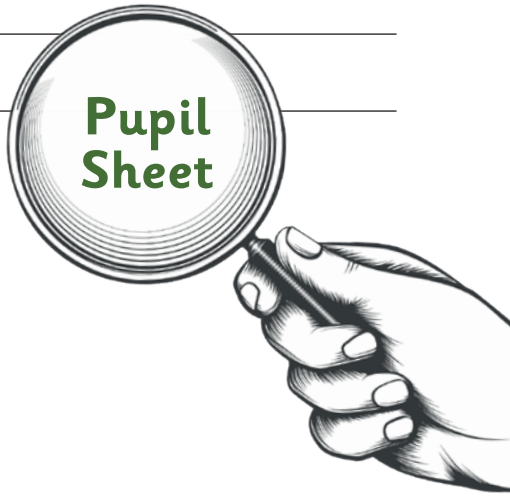
A YORKSHIRE LIBEL ACTION.

On Tuesday, before Mr. Justice Hawkins and a special jury, in the Queen's Bench Division of the High Court, Mr. Walter Morrison sued Messrs. Edmondson and Co. and Mr. John Dawson, publishers and proprietors of the "West Yorkshire Pioneer," for damages for libel. The defendants pleaded the publication was without malice. Sir H. James, Q.C., M.P., Mr. F. Lockwood, Q.C., M.P., Mr. H. E. Stainsfield, and Mr. Manisty appeared for the plaintiff, and Mr. Lawson Walton, Q.C., M.P., and Mr. Temple Franks for the defendants.

Sir H. James, in opening the case, said the plaintiff complained of a gross and malignant libel. He was a gentleman possessed of very considerable property, and had occupied the position of High Sheriff for Yorkshire, a county in which he had very large estates, some of which were situated in the Craven District of the Parliamentary Division of Skipton. In the year 1886 he became a candidate for that constituency. He was one of those landlords who had taken a practical and beneficent interest in the position and condition of his tenants. From time to time he made large reductions, some temporary and some permanent, for the purpose of seeing that his tenants did not bear the full burden of that great depression which had affected agriculture in England. He (counsel) held in his hand extracts from defendant's paper from 1881 to 1886, in which constant reference was made to Mr. Morrison as a beneficent landlord, and holding him up as an example to every landlord throughout the county. These remissions were continued until shortly before Mr. Morrison became candidate in the spring of 1886 for the division. In May, 1886, his candidateship was

Yorkshire Herald, 2nd June 1894

Explore: Changing Britain



SOURCE 4

In his early days as a politician he was a member of the advanced section of the Liberal Party who gave their support to universal suffrage, though he supported any attempt to extend the franchise. His attitude in this connection was plainly demonstrated when the Conservative party, through Mr Disraeli, offered household suffrage. Mr Morrison was one of the famous tea-room party who, in spite of Mr W E Gladstone's threat to resign the leadership, persisted in supporting Mr Disraeli's proposals. The tea-room party, much as it was abused in Radical circles, carried the day, hence the passing of the second Reform Bill which gave household suffrage to voters in towns. … Mr Morrison's Liberalism, however, was never of a very robust type as regards the whole programme, and when Mr Gladstone introduced his Home Rule Bill in 1886 he severed his connection with the Party and threw in his lot with the Unionists. Their principles he afterwards supported with unswerving loyalty and deep-rooted conviction which the lapse of time served only to strengthen and mature.

Craven Herald, December 1921
Obituary for Walter Morrison

SOURCE 5

MR. WALTER MORRISON ON POLITICAL TOPICS.

Sir Howard Vincent, M.P., and Mr. Walter Morsison, M.P., spoke on Tuesday night at a Conservative meeting held in Skipton Town Hall. Mr. Morrison remarked that the greatest distinction between the Unionists and their opponents was that they carried out reforms whilst the latter were only talking of them. (Laughter.) One important measure was the Workmen's Compensation Act. It was not altogether original, as something of the same kind existed in Germany for many years; but the special provisions of that bill would, he hoped, do away with the objections urged against a previous measures, as it would ensure that in case of accident a workman would obtain whatever compensation he would be entitled to without having nearly the whole of it absorbed in the cost of litigation. (Hear, hear.) With regard to foreign trade,

Westmorland Gazette
5th February 1898

SOURCE 6

Walter Morrison's Campaign Poster, General Election 1900

Creative Connections

Your Vote & Interest

Walter had an impact on the national events of his time. The Victorian period was a time of significant social change, which also had an important impact on British democracy. Walter was a politician at a time when not everyone could vote in elections and choose who they wanted to represent them. He was an advocate for equality and supported the right for all men and women to vote. He attended, and chaired, meetings of the suffragette movement and gave speeches in support of votes for working class men. As an elected MP, Walter took part in debates in the House of Commons, including on the Education Acts which led to compulsory education for all children under 10.

This activity encourages pupils to think about the importance of democracy in all our lives today.

Introduce and define each of the key words below with pupils, using Walter as an example to spark the discussion.

Democracy
We have a system of government by democracy or 'rule by the people'. In a democracy we can vote for the people we want to represent us in the way our country is ruled.

Voting
All adults over 18 have the right to vote in elections.

Campaigning
Prospective MPs 'campaign' so that the voters understand their opinions and what their policies (promises) are if they are elected.

Debates and Speeches
Making speeches to express different opinions is an important part of our democracy. Politicians debate important issues.

Run a Class Campaign!

Pupils can create their own election campaign to represent their school, basing their campaign on an issue which they feel directly affects them or their local area. Encourage pupils to think about what issues they would be interested in if they could vote. They need to decide on the policies (promises) they will make to the rest of the class as part of their campaign.

To start their campaign, ask pupils to research some of the historical campaigns Walter was a part of, including the movement for women's right to vote.

Pupils should create their campaigns, with a focus on using persuasive language to 'sell' their policies:

- ***Create a campaign poster with their key messages***
- ***Write and give a speech on their chosen issue***

Useful Links

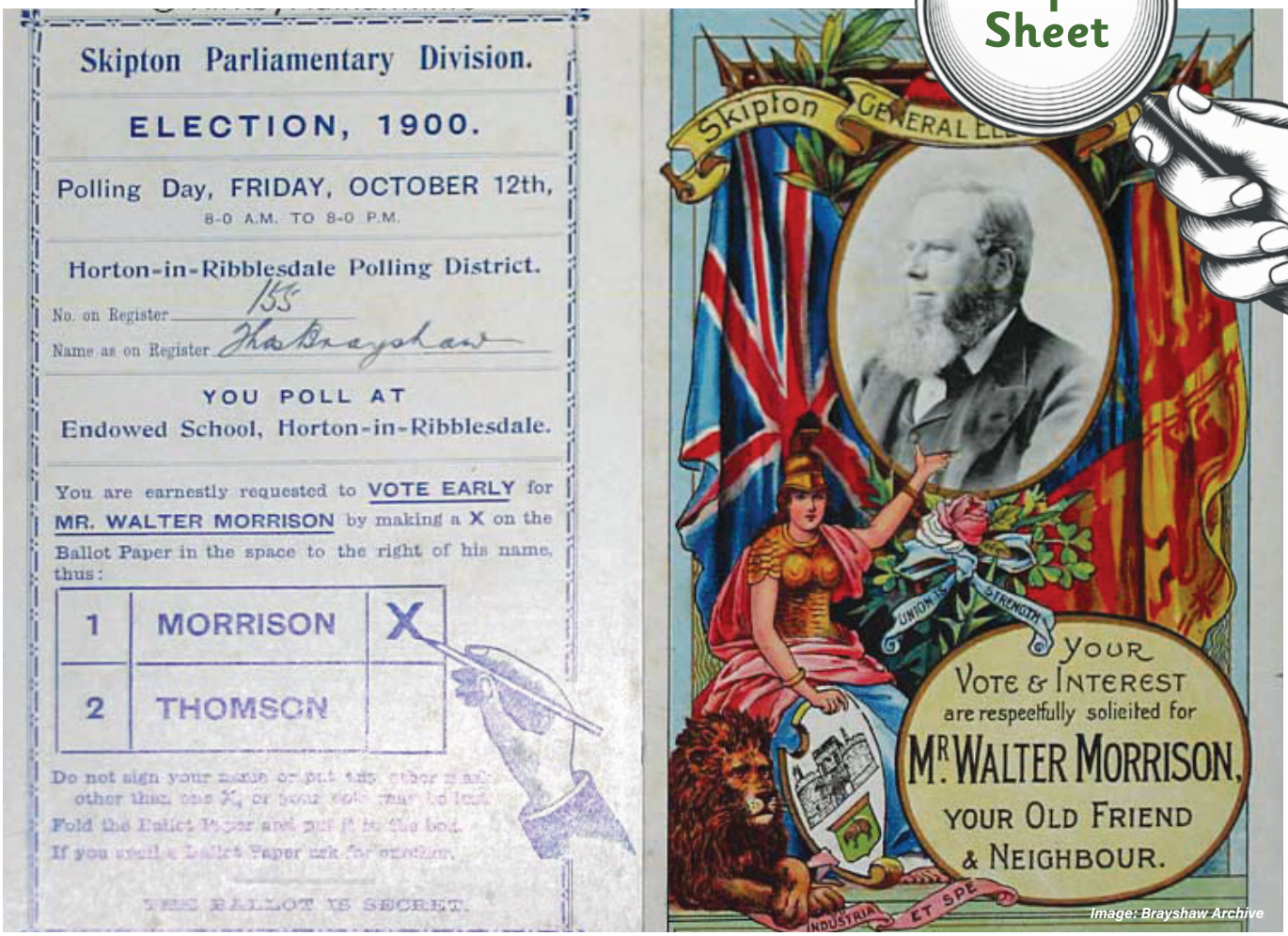
www.youngcitizens.org/download-lesson-pack

thepoliticsproject.org.uk/educatege

www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/z4w96v4

Creative Connections: Your Vote and Interest

Pupil Sheet



Election flyer

Create Your Own Classroom Campaign Poster

Design your own campaign poster, based on the issue you have chosen.

Campaign posters and leaflets try to convince people to vote for the candidate. This leaflet is from the 1900 General Election, when Walter Morrison campaigned to be the MP for Skipton.

Look carefully at the leaflet from 1900.

- Can you find examples of persuasive words or phrases in the leaflet?
- What other features of the leaflet might persuade voters to choose Walter?

Before you start your own poster, think about:

- What is your key policy or message?
- What other important information is needed?
- What persuasive words will you include?
- How can you make your poster eye-catching and appealing?

Creative Connections: Your Vote and Interest

Pupil Sheet

Walter Morrison giving a speech (1911)

Create Your Own Classroom Campaign Speech

Write and deliver your campaign speech, based on the issue you have chosen.

Giving speeches is an important part of an MP's job, especially explaining issues or problems and how you think they can be fixed. Some reports say that Walter was not always very good at giving speeches because they were not interesting to listen to.

What could you do to make sure your speech is interesting and persuasive?

- Remember to include your key policy or message
- Give examples of your issue
- Explain what you would do to fix the issue
- Include evidence for why your policy will work
- Put expression in your voice
- Smile, speak slowly and look at the audience
- Try not to be nervous – everyone wants you to do your best!

Creative Connections: Be a Champion for Change

As an MP, Walter was actively involved with many new landmark laws which were part of the reforms in British society in the nineteenth century. He spoke in parliament on the 1870 Education Act. This was the very first legislation to deal with the provision of national education for children in Britain, although education would not become compulsory for children between five and ten until the 1880 Education Act.

This activity encourages pupils to consider the role of parliament in making laws and the different stages of making a new law.

Introduce and define each of the key words below with pupils.

Campaigns
People can campaign for new laws or changes to existing laws. Campaigns focus on trying to get support for the new laws, including using social media, public meetings, writing to MPs and petitions to Parliament.

First Reading
At a First Reading the name of the proposed new law is introduced in Parliament by an MP.

Bill
The draft law (called a Bill) is published so people can read more details.

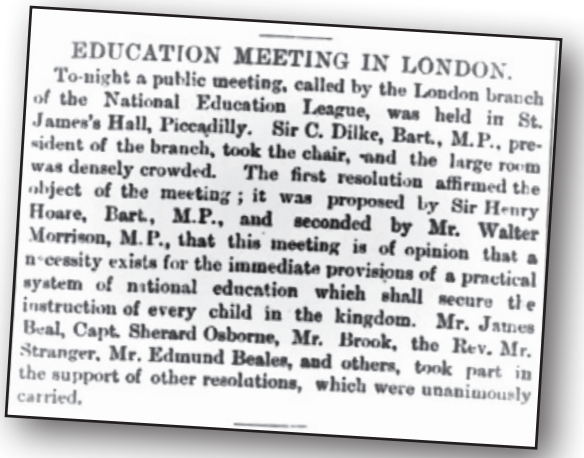
Second Reading
At the Second Reading, MPs can debate the details of the Bill and then vote on whether the Bill is taken further and looked at by a special committee.

Report Stage
The Bill is presented and debated again in Parliament, and changes called amendments can be made. Walter spoke many times on proposed amendments to laws, including on Education Bills.

Third Reading
At the Third Reading the proposed new law is checked and it is the last chance for the Government to make changes. To become a law the Bill must have three readings in both the House of Commons and the House of Lords.

House of Commons and House of Lords
Both Houses follow the same process. They need to agree on the details of the new law and amendments can go back and forth (known as 'ping-pong').

Royal Assent
The final stage is for the Monarch to approve the new law. Today, this is a symbolic part of the process.



EDUCATION MEETING IN LONDON.

To-night a public meeting, called by the London branch of the National Education League, was held in St. James's Hall, Piccadilly. Sir C. Dilke, Bart., M.P., president of the branch, took the chair, and the large room was densely crowded. The first resolution affirmed the object of the meeting; it was proposed by Sir Henry Hoare, Bart., M.P., and seconded by Mr. Walter Morrison, M.P., that this meeting is of opinion that a necessity exists for the immediate provisions of a practical system of national education which shall secure the instruction of every child in the kingdom. Mr. James Beal, Capt. Sherard Osborne, Mr. Brook, the Rev. Mr. Stranger, Mr. Edmund Beales, and others, took part in the support of other resolutions, which were unanimously carried.

Image: Hampshire Independent 18th February 1870

Create a Campaign for Change

Pupils can research and consider how education in Britain could be improved through new laws and then plan a campaign to gain support. Remind pupils that the best idea will be one for which they can provide strong evidence in favour of the change.

To start their campaign, ask pupils to research the educational reforms Walter was a part of including the 1870 and 1880 Education Acts.

The campaigns can include plans for different methods of trying to gain support:

- ***Social media messages***
- ***Letters to MPs***
- ***Petitions***

Useful Links

www.parliament.uk/get-involved/

Pupil Sheet

Image: Museum of North Craven Life

Kirkby Malham Primary School pupils

Create a Campaign for Change

Walter was a supporter of the National Education League, which campaigned for free, compulsory, and non-religious education for all children from its creation in 1869. He attended and chaired public meetings of the League in order to attract support for new laws which would change the education system.

Research and consider how you think education in Britain could be improved through changes and new laws. What evidence is there which supports your idea?

Campaign ideas

Pupils could choose one of these campaign ideas – or take the reverse stance.

- Teachers should be required to wear a uniform
- All children should be entitled to free school meals
- School holidays should not be longer than 2 weeks
- Grades should be based on teacher assessments not exam results
- Smartphones should be allowed in schools as an educational tool

Plan your campaign to gain support for your new law. It is important to clearly explain what your new law will do and why it will work.

Your campaign should include:

Social media
Write ten social media posts of only 140 characters which will grab attention and powerfully convey your ideas.

Letters
Write a letter to your local MP including the reasons and evidence for why you think a change is needed.

Petition Parliament
Plan a petition which supports your new Bill by writing a short statement or title for your petition. It should give as much detail as possible but be clear, easy to understand and persuade someone they want to sign showing their support!

Creative Connections

Map of Settle and surrounding area

Local Landmarks: Design a Local History Walk

Walter loved Malhamdale and was particularly keen to 'show off' the landscape to visitors new to the area. Walking was a favourite pastime of his, too.

If you are able, take pupils on part of the Walter Morrison walking trail to locate the points of interest linked to Walter, or use the images on the Local Landmarks: Past and Present pupil sheets to show how Walter is still connected to the local area today. A Walter Morrison walking trail can be downloaded from the Museum of North Craven Life website.

Challenge pupils to create and design their own heritage walk guide and information pack with images.

Pupils can decide on the buildings, landmarks or other features in their chosen area and research them. This could be linked to a particular theme or topic to fit with classroom work as appropriate.

Illustrations or photos, descriptions and important facts can be added to their information packs.

Extension Activity

As extension work, ask pupils to research and include information on other notable local people who have a legacy in the local area too. Names could be found by locating and researching local monuments to individuals and war memorials.

Creative Connections

Pupil Sheet

Local Landmarks: Past and Present

Settle Shambles

Image: Museum of North Craven Life

Image: Zoe Rawcliffe

War Memorial in Settle

Image: Museum of North Craven Life

Image: Zoe Rawcliffe

Settle Railway Station

Image: Museum of North Craven Life

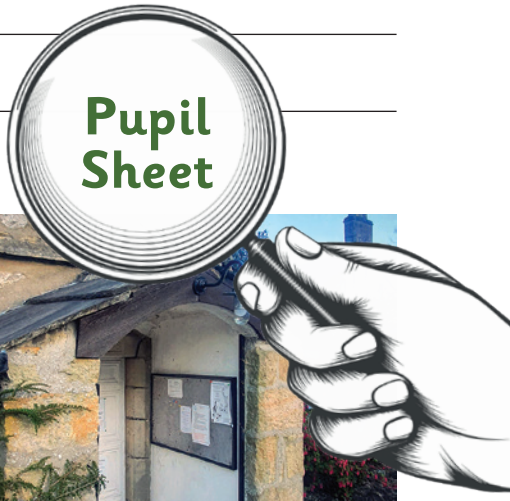
Image: Zoe Rawcliffe

Victoria Hall

Image: Museum of North Craven Life

Image: Zoe Rawcliffe

Creative Connections



Local Landmarks: Past and Present

Quaker Meeting House

Image: Museum of North Craven Life

Image: Zoe Rawcliffe

Giggleswick Church

Image: Museum of North Craven Life

Image: Zoe Rawcliffe

Well Steps

Image: Museum of North Craven Life

Image: Heather Murray