

A **FREE** RESOURCE FOR TEACHERS!

MADE IN DAGENHAM

- EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

In 1968 women machinists at the Ford car factory in Dagenham, near London, vote to strike. Ford has decided to give them less money, on the grounds that their work is unskilled. Rita O'Grady becomes the leader of the women in their growing fight against the company. The real issue becomes clear, that women receive less pay than men for doing work of the same level. Rita and the women have the support of the factory's union rep, Albert, but other union bosses are opposed to the strike. The women lose much of the support of the male workers when Ford closes the whole factory as a result of the women's strike.

The problem becomes so serious that the UK government's Employment Minister, Barbara Castle, arranges to meet Rita. Despite threats that Ford will pull out of the UK, Castle agrees to most of the women's demands, and promises to introduce laws that ensure pay equality between the sexes across the UK.

THE BACK STORY

Made in Dagenham tells the story of real events at Ford's Dagenham factory in 1968. The women went on strike to protest the fact that they were classed as unskilled workers. They were on strike for three weeks, and production at the factory –

the biggest in the UK – came to a complete stop. The problem was only resolved by the intervention of Employment Minister, Barbara Castle. In 1970 the Equal Pay Act was brought in and it was now against the law to have different rates of pay for men and women. Despite this law, the fight for complete equality still continues: in 2010 women working full-time in the UK earned on average 16.4% less per hour than men working full-time.

Although the film is based on real events, it is not completely accurate. There was no real Rita O'Grady – the writers based her character on several of the women. Some of the real Dagenham workers have said that the film is an 'exaggerated' version of events. However, one of the most memorable parts of the film – when, by accident, one of the women's protest banners reads 'WE WANT SEX' instead of 'WE WANT SEX EQUALITY' – really happened.

MEDIA LINKS

DVD: The film of *Made in Dagenham* is available on DVD.

CD: A recording of *Made in Dagenham* is available to accompany the Scholastic Reader.

Internet: You can find more information at the official film site: www.paramountpicturesintl.com/intl/uk/madeindagenham

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Will they be interested in the themes and subject matter? Motivate them with background information (see The Back Story above) and by reading aloud the first page or two of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study activities at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The film is 114 minutes. You could show it in chunks of, say, fifteen minutes in parallel with the class reading schedule. Alternatively, show it as a reward when the class have finished the book.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *Made in Dagenham*. (See Vocabulary Builder on page 3 of this resource sheet.) Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the real story of the Dagenham strike, women's lives in the 1960s and the history of cars in America and around the world.

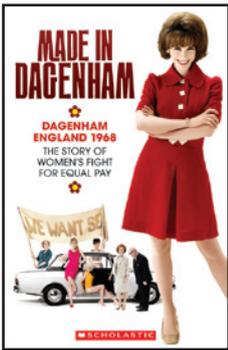
What did they think?

Get everyone to do a written or spoken review of *Made in Dagenham*. Compare opinions. Will they go and see the film? Did you like it? Let us know at readers@link2English.com.

COMPETITIONS AND UPDATES

Check www.scholasticelreaders.com for competitions and other activities related to the Scholastic Readers.

RESOURCE SHEET STUDENT ACTIVITIES



MADE IN DAGENHAM - EXTRA

People and places

Answer the questions using information from pages 4–6.

Who ...

- a) is the Employment Minister? *Barbara Castle*
- b) is the union representative for the factory?
- c) has a husband who works at the factory too?
- d) works in America?
- e) works for the union head office?

Where ...

- f) is the main office of the Ford car company?
- g) is the centre of the British government?

Chapters 1–2

1 Are these sentences true (T) or false (F)?

- a) Most of the workers at the Dagenham factory are men.
- b) Rita is Eddie's boss.
- c) The women's work is not skilled.
- d) Rita worries that another boy at school has hit her son.
- e) Rita joins Albert at the meeting with management.
- f) The Dagenham women vote to strike for one week.

2 Match the two parts of the sentences.

- a) Connie is worried because ...
 - b) The women complained because ...
 - c) Albert asks the women to vote because ...
 - d) Rita goes to see Mr Clarke because ...
 - e) Monty does not want ...
 - f) Rita has the fabric in her bag because ...
- i) ... he has hit Graham.
 - ii) ... Eddie mends the family's tent with it.
 - iii) ... the factory changed their rate of pay.
 - iv) ... the women to speak in the meeting.
 - v) ... her husband is ill.
 - vi) ... the management has not replied to the complaint.

Chapters 3–4

1 Choose the best words in italics.

- a) Albert tells Rita that the strike is really about *equal* / *more* pay for men and women.
- b) Lisa has written a letter to *thank* / *complain about* Mr Clarke.
- c) The management says that the women *changed* / *broke* the company's rules.
- d) The boss at the union head office *supports* / *is unhappy about* the women's strike.
- e) Women in the Ford factory in Liverpool vote to *join* / *not to join* the strike.

2 Complete the sentences with these adjectives.

angry confident excited important

- a) Tooley is *angry* to hear about another strike in England.
- b) The women are at the start of the one-day strike.
- c) Equal pay is very to Albert.
- d) Rita becomes more in front of large groups of people.

3 In her speech to the Liverpool factory workers, Rita says, 'I'm asking you to strike for what is right.' What does she mean by this? Do you agree with her? Why?

Chapters 5–6

1 Circle the wrong words in these sentences. Write the correct words.

- a) Barbara Castle had to stop all the ~~crime~~ ^{strikes} in the UK.
- b) Tooley flies to the UK to support the strike.
- c) Tooley has dinner at Rita's house.
- d) Two men come and take away Rita's TV.
- e) The other unions will vote on the women's strike at their conference in Dagenham.
- f) Eddie kills himself.

2 Answer these questions.

- a) Who wants Eddie to ask Rita to stop the strike? *George*
- b) Who tells Bob Tooley to fly to the UK?
- c) Why does Connie tell Rita that she won't go to the meeting?
- d) Why is Monty afraid of Tooley?

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 7–8

1 Put these events in the right order.

- a) Eddie says sorry to his wife.
- b) Lisa tells Rita that Mr Clarke has lost his job.
- c) Mrs Castle arranges a meeting with the women.
- d) Rita borrows Lisa’s dress.
- e) Rita gives a speech at the Eastbourne conference.
- f) The Dagenham women agree to go back to work.
- g) The union reps vote to support the Dagenham women.

2 Are these sentences true (T) or false (F)? Correct the false sentences.

- a) Lisa Hopkins taught history at university.
F. *She studied history.*
- b) Monty asks the union reps at the conference not to support the women.
.....
- c) In her speech, Rita says how brave Eddie is.
.....
- d) Connie goes to the meeting with Mrs Castle.
.....
- e) Mrs Castle gives the women the same rate of pay as the men.
.....
- f) The women’s strike led to a new law about equal pay.
.....

3 Talk to a partner. Which character did you like best in the film? Why?

FINAL TASKS

Write the script

Write the script for one of these short scenes:

- Rita and the other machinists return to work.
- Rita returns the dress to Lisa and sees Peter Hopkins.
- Tooley reports back to his boss about the events in the UK.

Writing

Choose a photo from the story and write about what is happening, what has just happened and what is going to happen next.

Role-play

Work with a partner.

Student A: You are Rita. You have just had your meeting with Mrs Castle. Think about how you are feeling and what is going to happen next.

Student B: You are a presenter for a TV news programme. Think of some questions to ask Rita about her meeting with Mrs Castle.

Role-play the interview.

VOCABULARY BUILDER

There is a wrong word in each of these sentences. Find the right word from the list of ‘New Words’ at the back of your reader.

1. The workers decided to ~~stop~~ for more money. *strike*
2. She earned more money by doing overwork.
3. My family lived in a flat on a big factory.
4. Clothes are made of wood.
5. There’s always a court in a theatre.
6. I usually wave my head when I agree.
7. Most workers in our factory are in the government.
8. She always leaves flowers by her father’s funeral.

Casual language

- **‘Can I have a word?’** (p.11). When Rita goes to see Mr Clarke at the school, she says, ‘Can I have a word?’ It’s a way of asking to talk to somebody.
- **‘go on’** (p.15 and p.22). When Rita agrees to join Albert at the meeting, she says ‘Go on’ (p.15). This means ‘OK’. You can also use ‘go on’ to mean that you want someone to do something. Rita says this to Peter Hopkins when she wants him to put the pieces of fabric together to make a car seat (p.17). At Westminster a reporter asks Rita how the women will ‘go on’ if Mrs Castle says no (p.51). Here it means ‘continue’.
- **‘over’** (p.8 and p.13). On page 8, it says, ‘The time for talk was over’. This means that this time has finished.
- **‘Rubbish!’** (p.17). When Monty says something that Rita does not agree with, she says ‘Rubbish!’ This is because, in her opinion, he has said something wrong or stupid.
- **‘That’s up to you.’** (p.18). At the first meeting with Hopkins, Rita tells him that the next step is ‘up to you’. This means the managers have to decide what to do next.

Choose an expression to complete each sentence. You can use one of the expressions in more than one sentence.

1. We went home when the meeting was
2. ‘..... We need to talk about tomorrow.’
3. A: ‘Do you want to go shopping?’
B: ‘..... then – I always enjoy shopping!’
4. A: ‘Where shall we eat lunch?’
B: ‘..... It’s your birthday!’
5. A: ‘Fish are very clever animals.’
B: ‘.....’
6. ‘Go and speak to her now.’

FACT FILE FOLLOW-UP

THE DAGENHAM STRIKE: THE TRUE STORY
(pages 56–7)**Discussion**

Ask students to note down the differences between the true story of the strike and *Made in Dagenham*. Hold a class discussion about why the film-makers made the changes that they did.

Newspaper article

Ask students to imagine that they are newspaper reporters at the time of the Dagenham strike. They write an article about the strike before the women met Barbara Castle.

WOMEN'S LIVES IN THE 1960s (pages 58–9)**Interview**

Ask students to interview a family member or friend who was young in the 1960s. Students ask about being a woman in the 1960s, using the same headings as the Fact File: work, politics, marriage and fashion. Students report their findings to the class.

Photo Essay

Ask students to look on the Internet for photos that illustrate different aspects of life in the 1960s. They find out as much information about each photo as possible. If they can, students print the photos out or make a multimedia presentation.

CARS: AN AMERICAN DREAM (pages 60–1)**Survey**

In small groups, students carry out a class survey about cars. Questions could include: *Does your family have a car? What kind? What is your favourite kind of car? What kind of car don't you like? What is your favourite colour for cars?* Students agree on a way to show the findings of their survey. Display their charts or graphs on the wall for other students to read.

Car Poster

In pairs or small groups, students brainstorm the most important features for a car of the future. They then design the perfect car of the future. They draw a picture and make a poster. Display the posters around the classroom. The class votes on the best car.

FILM/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Check that the content of the film is suitable for your students and identify good places to pause. The dialogue is slangy and some of the British English accents are quite strong.

What next? (DVD)

Choose a scene with dialogue. Pause after one character speaks. Students predict who will speak next and what they will say. Continue the DVD for a couple of minutes and then pause again.

Observation (DVD)

Choose a scene before class and prepare questions on it. Tell students to watch the scene carefully and note down details about, e.g. clothes, people in the scene, objects. Play the scene a couple of times and then ask detailed comprehension questions, e.g. *What colour was Rita's dress? What did you see on the desk?*

Put it in context (CD)

Play short sections of the story on the CD. After each one, ask students to explain the context, i.e. explain who the speakers are, where they are and what they are talking about. This could be a written quiz with students writing down the answers.

ANSWER KEY**Self-Study Activities (pages 62–4)**

- 1 a) overtime b) complain c) sewing d) rate e) cheer f) mark g) union h) skilled
- 2 a) horn b) fabric c) representative d) strike e) housing estate f) nod
- 3 a) car seats b) Albert
c) The management have changed the women's rate of pay.
d) A teacher has hit him.
e) She takes pieces home to mend the family's tent.
f) They vote to strike.
- 4 Open answers.
- 5 a) v b) ii c) iv d) iii e) i
- 6 The correct order is: b, d, i, e, a, f, h, g, c.
- 7 a) F. Albert tells Rita about his mother. b) T
c) F. She tells the women to demand equal pay.
d) F. She is not nervous/She is confident about giving a speech in Liverpool.
e) T f) F. She is not part of any political group, except her union.
- 8 Open answers.
- 9 a) stage b) conference c) funeral d) grave
- 10 Open answers.
- 11 a) Bob Tooley b) Monty Taylor c) Rita d) Connie e) Eddie
f) Lisa Hopkins g) Mrs Castle
- 12 a) to speak at the conference
b) to say sorry
c) She is going to meet Barbara Castle.
d) To stop Mrs Castle from supporting the women.
e) Mrs Castle promises them a higher rate of pay and equal pay in the future.
- 13 Open answers.
- 14 Open answers.

Resource Sheet Activities**People and places**

- b) Albert c) Rita d) Bob Tooley e) Monty Taylor f) Michigan, USA
g) Westminster, London

Chapters 1–2

- 1 b) F c) F d) F e) T f) F
2 b) iii c) vi d) i e) iv f) ii

Chapters 3–4

- 1 b) complain about c) broke d) is unhappy about e) to join
2 b) excited c) important d) confident
3 Open answers.

Chapters 5–6

- 1 b) break/end/stop (not support)
c) Peter Hopkins' house (not Rita's)
d) fridge (not TV)
e) Eastbourne (not Dagenham)
f) George (not Eddie)
2 b) Henry Ford II
c) The strike is making George more ill.
d) Tooley tells him that the factory and union may close.

Chapters 7–8

- 1 The correct order is: b, e, a, g, c, d, f.
2 b) T c) F. In her speech, Rita says how brave George was. d) T
e) F. Mrs Castle gives the women 92% of the male rate of pay.
f) T
3 Open answers.

Vocabulary Builder

2. ~~over~~work overtime 3. ~~factory~~ housing estate 4. ~~wood~~ fabric
5. ~~court~~ stage 6. ~~wave~~ nod 7. ~~government~~ union
8. ~~funeral~~ grave

Casual language

1. over 2. Can I have a word? 3. Go on 4. That's up to you.
5. Rubbish! 6. Go on!