

# <u>History KS3 Year 8 Spring 1</u> <u>Blended Learning Booklet</u> <u>The Suffragettes</u>

# Name:

# Form:

Aim to complete one lesson each week. Write out the title and LI and then complete the tasks.

All video links are online using the ClassCharts link.

The Knowledge Organiser has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.





# **Contents**

Page 3: Big Picture - Year 8 Overview

Page 4: Zoom in - My Learning Journey

Page 5: Knowledge Organiser

Page 6: Lesson 1

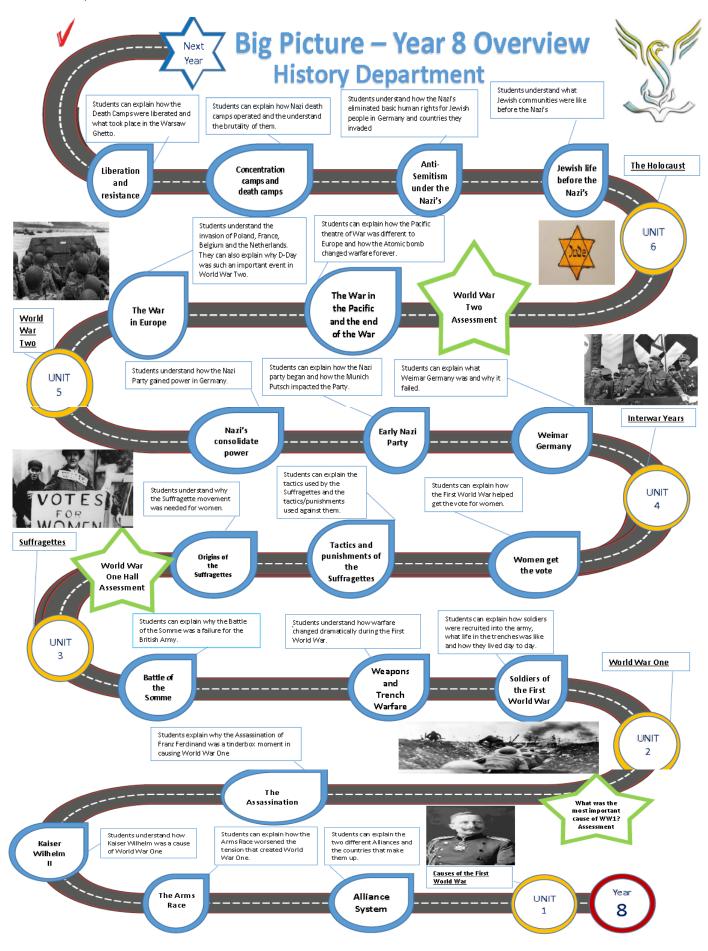
- Page 11: Lesson 2
- Page 15: Lesson 3

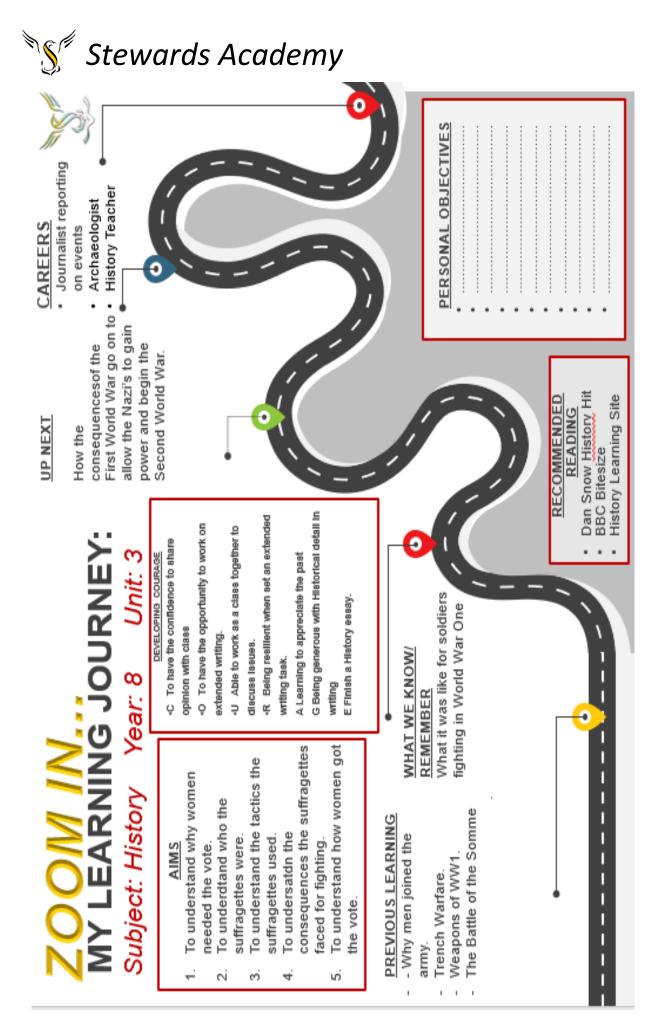
Page 20: Lesson 4

Page 23: Lesson 5

Page 26: Lesson 6

# 🦻 Stewards Academy









÷

Angelic – A wrife must provide a safe and loving home, look slim and delicate and not work.

Obedient - A wife must obey her husband

A possession – When a woman married, her and what she owned, became the husband's property. 5**ilent –** Women **wgrg. ያegn.jg** less intelligent than men, so were not allowed to speak about things like politics.

# The Suffragettes

From the 1850's suffrage societies campaigned for women to be able to vote. In October 1903, Emmeline Pankhurst set up the Women's Social and Political Union and only took in women members. These women became known as suffragettes. There were thousands of Suffragettes, but some of the most prolific are Emmeline Pankhurst, here daughters Christabel and Sylvia, Emily Davison, Annie Kenney and Mary Gawtbotge,

# 3. Fighting for the vote

The Suffragists used letters to newspapers and MPs, leaflets, marches to London to see the Prime Minister and petitions to persuade MPs to support them. They had lots of MPs on their side, but despite this, they still did not have the vote.

Suffragette activity can be summed up in one word – Publicity. They wanted votes for women to be an issue the public could not ignore. They began to chain themselves to railings, chalk the pavement outside important buildings, create banners and other items for sale and got as many photo opportunities as they could, to give the issue the attention it needed.

# The Suffragettes

# Opposition to the vote

Men during the Victorian times used arguments like men and women have different roles to play in society and that women were too emotional and unintelligent to have the vote. Women wanting the vote constantly faced major opposition in many different forms. Women were only allowed into certain places if accompanied by a man, to stop them from causing trouble. Women were also treated badly by the police and given very harsh prison sentences, if they were seen to be engaging in the suffragette's campaign.

Some Suffragettes, such as Emily Davison, went on Hunger strikes during prison, to gain publicity for the cause. Many were forced fed to keep them from dying. This was a painful and incredibly unpleasant process, involving a tube being forced up the nose. The Cat and Mouse Act allowed the government to release prisoners on hunger strike, so they could recover and not die in prisoners on hunger strike, so they could recover and not die in prisonerd.

# 5. Getting the vote

Women over 30 were finally given the vote in 1918, when 6 million women voted. In 1928, women over the age of 21 could vote.

A major reason why women were given the right to vote, was because of the huge role they played in World War One. They filled positions that had been left by the men who had gone <u>of</u> to fight. Another important reason was that in 1916, David Lloyd George became Prime Minister and was a supporter of votes for women, plus many of the men who were against women voting had gone off to fight in the First World War.





Emily Davison

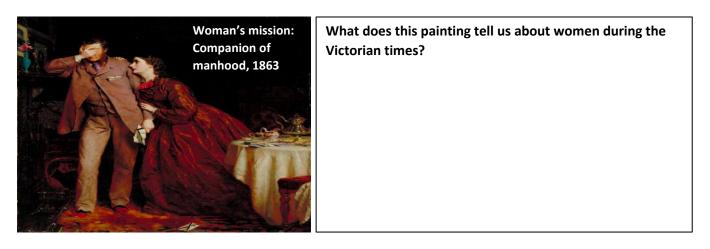




Lesson One - Why did women need the vote?

L/I: To understand why women did not have the vote and why they needed it.

#### Starter:



# Activity One – Read through the different expectations of women during Victorian times

#### What was the Victorian idea of the perfect woman?

Angelic – A wife must provide a safe and loving home, look slim and delicate and not work.

**Obedient** – A wife must obey her husband.

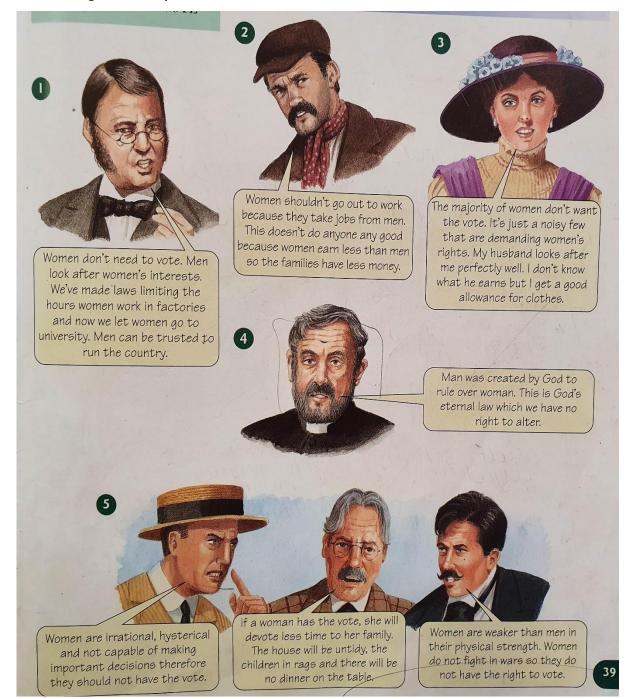
A possession – When a woman married, her and what she owned, became the husband's property.

**Silent** – Women were seen as less intelligent than men, so were not allowed to speak about things like politics.

# Stewards Academy

Main Activity - Use the information below to help you answer the following question

Victorian arguments why women shouldn't be allowed to vote.





#### **Education for Victorian women**

#### Education

After 1870 government schools were built for boys and girls under ten years old. It cost a few pence a week to send a child to school. All children were taught to read and write but in 1878 a new law said that all girls must be taught 'domestic economy'. This meant lessons in washing, ironing, cooking, cleaning and making beds. Girls had more absence from school than boys because they were expected to do housework and look after younger children.



**SOURCE 2** A domestic economy lesson for girls only *c*. 1890.



SOURCE 3 A woman graduate in 1893.

Sons of well-off families went to fee-paying schools. By the 1880s middle-class girls were also going to schools and being taught science and mathematics. These women became teachers and secretaries but they had to resign when they got married. It was thought wrong for married women to work outside the home. Some girls went to university if their parents supported them. A few became doctors and architects but they were paid a lot less than men doing the same job. Women were not allowed to be lawyers or work in banks.

#### Working women during Victorian times

# Women's work

Not all women could be 'the angel in the house'. Workingclass women had to work because their families depended on them earning money. On average, women earned half the wages of men.

Most girls left school at twelve years old and many went to work as servants. One woman in eight was a servant in 1871. Most servants were young, unmarried and poorly paid. The hours were long, from 5 o'clock in the

morning until 11 o'clock at night, and many had only one afternoon off a month.

There had been some improvements. Women at a match factory in London went on strike in 1889, because the pay was very poor and the dust gave them cancer. They won more money and better conditions. This was a good example of women sticking together and fighting for their rights. It inspired others to do the same!



SOURCE 4 Many women worked in cotton mills.

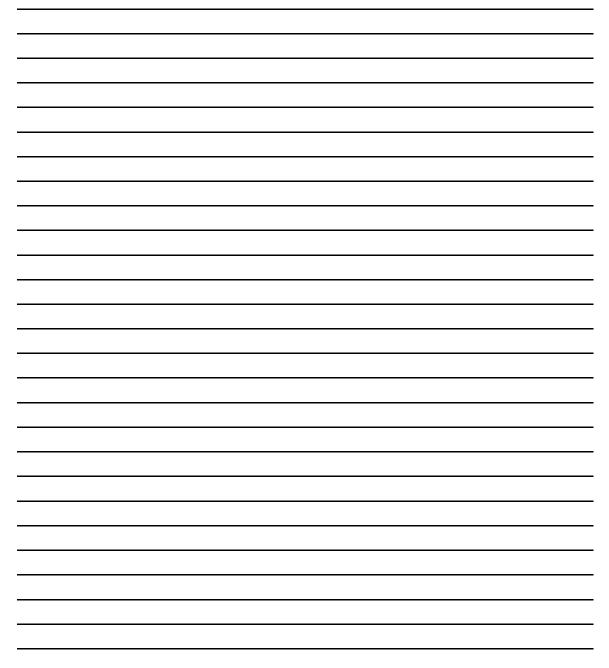
# Stewards Academy

Main activity – Use the information above: Victorian arguments against the vote, Education for Victorian women and working women during the Victorians times, to answer the question below

# Why did women need the vote and what stood in their way?

# To answer this question:

- Explain why Victorian men were against women getting the vote. Use a couple of examples from the information above.
- Explain why life was so hard and unfair for Victorian women. Use some examples from the information above.
- Explain why women getting the vote would make their lives better.





\_



L/I: To understand who the suffragettes were.

Use Box One on your Knowledge Organiser and last lessons notes, to complete the starter task below:

# How women were seen during Victorian times

Next to each key word, explain how this meant women were supposed to be viewed in society:

Angelic –

Obedient –

A possession –

Silent –

Activity One – Read through the following information

# Who started the Suffragettes?

- From the 1850's **suffrage** societies campaigned for women to be able to vote.
- They used letters to newspapers, leaflets and marched around London to persuade Members of Parliament to support them.
- In October 1903, Emmeline Pankhurst set up the **Women's Social and Political Union** and only took in women members. These women became known as suffragettes.





#### Activity Two – Go through each Suffragette and highlight the following:

- What they believed.
- Who they were.
- What they did.

# Who were the Pankhursts?

#### **Emmeline** Pankhurst

"I was born in 1858 in Manchester into a well-off family. When I was 21 I married a lawyer, Richard Pankhurst. We have five children. Christabel was my first daughter."

#### Christabel Pankhurst

"I was one of the few women to train as a lawyer in the 1890s but I am not allowed to work as a lawyer. I believe the suffragettes should be more militant. We need actions. Talking has got us nowhere."

#### Sylvia Pankhurst

"I trained as an artist. I am a member of the new Labour Party. My mother disapproves of me spending so much time with poor working women, but we should be fighting to make better laws for all women as well as for the vote."







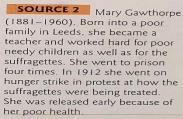
(1879–1953). A mill-worker from Lancashire, she was the only working-class woman to become a suffragette leader. Since she was ten. Annie had worked half of each day in a mill and spent half a day at school. She became famous in 1905 when, together with Christabel Pankhurst, she was arrested and imprisoned for shouting out at a political meeting. This was the first militant action of the suffragettes. Annie was imprisoned four times.

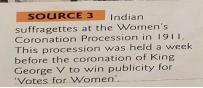


OLONIES

ROTECTOLATE:

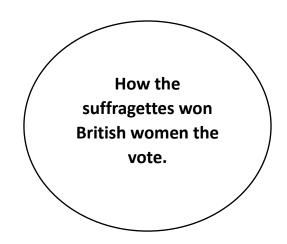








Activity Three – Use the following video to add information to the Spider Diagram below - https://www.youtube.com/watch?v=D0QVQcqkPDs&t=5s



Main activity:

# Who had the biggest impact on the suffragette movement?

All of the women we have looked at in todays lesson had a large impact on the suffragette movement.

Using your own opinion, explain who out of the five women we have focused on, had the biggest impact. You must explain why in your answer!

**Challenge** – Explain, in your own words, using what we learned last lesson and in todays lesson, why the suffragettes are so important to learn about.



\_



#### Lesson Three – How did women try to get the vote?

L/I: To understand how the suffragettes tried to get the vote.

Use Box Two on your Knowledge Organiser and last lessons notes, to complete the starter task below:

# The Suffragettes

From the 1850's societies campaigned for women to be able to vote.

In October 1903,	set up the
	and only took in women members.
These women became known as	·

There were thousands of Suffragettes, but some of the most prolific are Emmeline Pankhurst, here daughters \_\_\_\_\_\_and Sylvia, Emily \_\_\_\_\_, Kenney and

# Activity One – Read through these key terms

**Publicity** - The attention gained by a protest or an act.

Suffragist - Wrote letters to government, published newspapers, and went on marches. Nonviolent protesters.

Suffragette - Also wanted the vote but wanted to attract the governments attention by being far more direct.

# Activity Two - Answer the following questions using the information below

#### How did the suffragettes get publicity?

1. Make a list of all the different methods the suffragettes used to get attention for their cause.

2. Pick three of the methods and explain what these methods involved.



3. Which method would have been most helpful in getting the attention of the public? Explain why.

# How did the suffragettes get publicity?

Suffragette activity can be summed up in one word – **publicity**. Most MPs were actually in favour of votes for women, but it was an issue they could easily ignore. So the

Pankhursts wanted to make votes for women an issue they could not ignore. This meant publicity, publicity, publicity. They wanted their campaign to be on the front page of the newspapers every day if possible. Here are just a few of the things they did.



**SOURCE 4** Chaining to railings Suffragettes chained themselves to railings so that they had more time to protest before police took them away.

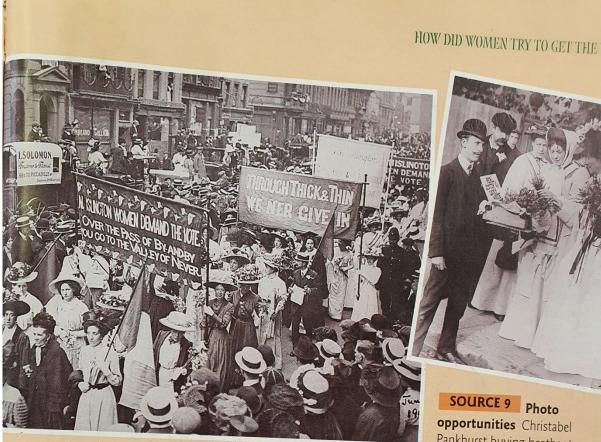


**SOURCE 5 Banners** The suffragettes insisted banners should be made skilfully and with good materials. Their rules were: 'Never use anything that is ugly', 'If it is not exactly right it won't do at all', 'Do not use the wrong colour'.

#### SOURCE 6

Newspapers The suffragettes published their own weekly newspaper Votes for Women. It was sold in shops all over Britain and on the street by suffragette members. Women had to stand in the street tosell their newspaper because they could be arrested for obstruction if they stood on the pavement. The newspaper had pictures and articles about suffragette processions and meetings, fundraising reports and letters. Prizes of bicycles painted in the suffragette colours were given to the women who sold the most copies.





**SOURCE 7 Processions** In 1908, 300,000 suffragettes joined a march to Hyde Park. The marchers wore white, green and purple as a uniform. Six brass and silver bands played suffragette songs.

SOURCE 9 Photo OPPortunities Christabel Pankhurst buying heather to welcome the 'Scotch lassie' Mary Phillips on her release from prison in 1908. She was the longestserving suffragette prisoner.



**SOURCE 8** Chalking Emma Sproson and a friend chalking a suffragette message in the suffragette colours of purple, white and green in 1907.



Activity Three – Go through the following text and highlight the answer to these questions:

- 1. What happened in November 1910? Include the 18<sup>th</sup> November.
- 2. How did things change from 1910 onwards?
- **3.** How were the suffragettes now being referred to? *Include both by Emmeline Pankhurst and the public.*
- 4. What did the suffragettes begin to do over the next four years?

# How did the campaign become more violent after 1910?

November 1910 was a turning point in the campaign. The Prime Minister promised to change the law so that women had the right to vote. It looked as if victory was in their grasp. Then he called an election so the plan was abandoned. The suffragettes were furious and frustrated.

On 18 November 1910, 300 women went to Parliament to protest. They were beaten up by police who had been ordered by the government to frighten and humiliate the women so they would stop protests. Police kicked the women, twisted their breasts, punched their noses and thrust knees between their legs. One woman, Ellen Pitfield, died from her injuries.

From 1910 the suffragette campaign became more MILITANT. In the past a few suffragettes had attacked property or smashed windows. Now that became common. In the past, one or two suffragette leaders had risked prison. Now it became hundreds.

Emmeline Pankhurst called the suffragettes an 'army'. The women were referred to as 'warriors'. Money raised went to the 'war-chest'. Over the next four years:

- Street lamps were broken.
- Keyholes were stopped up with lead pellets.
- House numbers were painted out.
- ◆ Golf greens were scraped and burnt with acid.
- Telegraph and telephone wires were
- severed with long-handled clippers.
  Thirteen pictures were hacked in the
- Manchester Art Gallery.
- Houses were set on fire.
- Bombs were placed near the Bank of England in London, in Doncaster and in Dublin.
- An axe was thrown at the Prime Minister.

**SOURCE 16** Suffragettes with a smashed window in 1912.

From 1911 the suffragettes set out on massive window-smashing raids. Many of the shops in the West End of London were attacked. On 1 March 1912 Emmeline Pankhurst and others smashed windows in 10 Downing Street, the home of the Prime Minister, and on the same day 150 shops were attacked. One elderly woman gave this as her reason for becoming more violent: 'I've read everything; a great deal has been written, and a great deal has been said and it's no good. Something has got to be done! I just want to go out into the street and smash, and smash, and smash – everything.'



# Main Activity - Why do you think the suffragette campaign became more violent after 1910?

To answer this question:

- You need to compare what the suffragettes did before and after 1910.
- You also can explain why the suffragettes changed their methods and explain why they needed publicity.





### Lesson Four - Was Emily Davison a Martyr?

L/I: To look at what a martyr is and to decide if Emily Davison was one.

Use Box Three on your Knowledge Organiser and last lessons notes, to complete the starter task below:

# Fighting for the vote

During the Suffragettes campaign, it was vital that they had publicity. They wanted the issue of women's right to vote to constantly be on peoples minds. In the space below, make a list of the things Suffragettes did to get publicity and explain how each got them publicity.

1.

2.

3.

4.

# **Emily Davison**

• Emily Davison was a teacher, but quit to campaign full time for the suffragettes.

- She believed the suffragettes were right to be militant and fight.
- She was put in prison nine times for stone throwing, window smashing and setting fire to post boxes.
- Emily Davison is seen as a martyr, because she died for the Suffragette cause. If you die for a cause you believe in, too many people you become a martyr.





Activity One - https://www.youtube.com/watch?v=-W\_URTWjgR0

Create a timeline of events using the video above. Create the timeline on separate paper and then place it in your Blended Learning Booklet, or your Independent study folder.

Activity Two – Answer the questions below, using the information below.

The consequences of Emily's actions

- 1. What happened to Emily immediately after the Derby?
- 2. Why were the suffragette leaders stunned?
- 3. How did the Suffragettes take advantage of her death?
- 4. What effect did her death have on newspapers?

Extension – Look at Source 25 and 27. How do they show Emily Davison differently?

Main Activity:

1. Do you think that Emily Davison was incredibly brave, or incredibly foolish? Explain your answer.



2. Explain why Emily Davison's death would have been useful for the suffragettes. Think about attention and publicity.



#### Lesson Five - The Cat and Mouse Act

L/I: To explain why the Cat and Mouse Act was significant and to judge if hunger strike was an effective method of protest

### Activity One – Answer the following questions using the following text

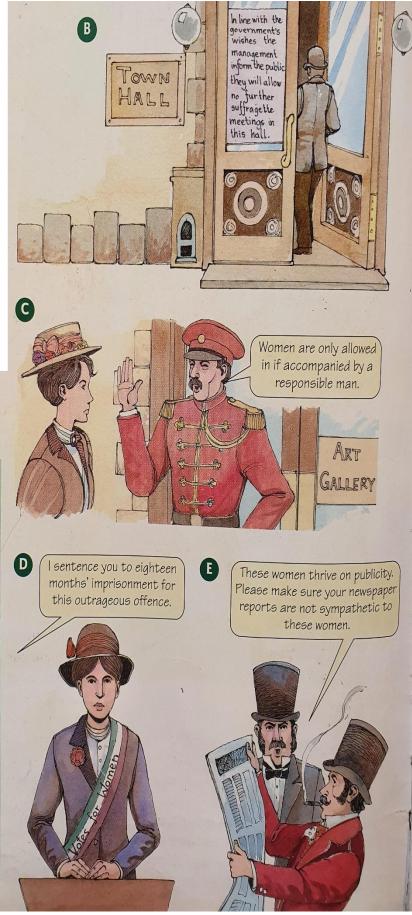
How did opponents react to the suffragettes?

1. Go through A-E below and list the different ways the government reacted to the suffragettes and for each one, explain how this would stop the suffragettes.

2. Do you think the government was right to react in the way shown?

**Extension** – If people today used the kind of violence the suffragettes did, would you approve or disapprove? You must explain why.





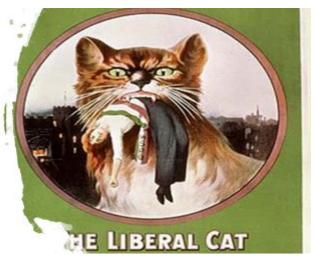
# A

Over 150 women made statements accusing the police of brutality on Black Friday and they were supported by independent witnesses. One statement said: 'For hours I was beaten about the body, thrown backwards and forwards from one policeman to another. I was pushed into a side street where I was beaten up and down my spine while he said "I will teach you not to come back any more. I will punish you, you .... " I was thrown with my jaw against a lamp-post so my front teeth were loosened.'



#### The Cat and Mouse Act

- There were many suffragettes in prison, so many of them used hunger strikes to gain sympathy.
- In 1914, the government brought in a new law, known as the Cat and Mouse Act.
- This allowed hunger strikers to be released until their health improved and then they would be re-arrested to complete their sentences.



#### Main Activity:

#### Do you think Hunger strike would have been an effective form of protest for the Suffragettes?

- Consider what the Government were doing to stop it E.g. the Cat and Mouse Act explained above.
- Do you think it would have got them support, publicity and sympathy?
- Do you think it was too dangerous to use as a form of protest?





# Lesson Six – Why did women get the vote?

L/I: To understand what women did during the First World War.

# What did the suffragettes do during the Great War?

- Women responded in different ways to the announcement that Britain was at war with Germany.
- Many decided to join in the war effort and volunteered for a variety of jobs.
- Followers of Emmeline Pankhurst became very enthusiastic volunteers, helping Britain from the **'Home Front'**.



Activity One – How would you have reacted if you were a woman fighting for the vote when World War One started?

Explain what you would do and explain your reasoning why!





Activity Two

#### Look at Sources 1-5.

# For each Source explain the following:

- 1. What kind of work the women are doing.
- 2. Do you think this work earned them a good reputation and why?



SOURCE I











Source 1

1.

2.



# Source 2

- 1.
- 2.
- Source 3
- 1.
- 2.
- Source 4
- 1.
- 2.
- Source 5
- 1.
- 2.



# Activity Three – Read through the information below and highlight all the reasons that allowed women to get the vote.

# SOURCE 6 'War Girls' by Jessie Pope.

There's the girl who clips your ticket for the train, And the girl who speeds the lift from floor to floor. There's the girl who does a milk-round in the rain, And the girl who calls for orders at your door. Strong, sensible and fit,

They're out to show their grit, And tackle jobs with energy and knack. No longer caged up and penned up, They're going to keep their end up Till the khaki soldier boys come marching back.

So the vote was partly a reward for working in the war. The government had already started to think about giving women the vote in 1915 when the peaceful NUWSS wrote thousands of letters to MPs. Their leader, Millicent Fawcett, had decided it would not be right to hold demonstrations during wartime. Many MPs were impressed by their lack of violence and began to support votes for women. Herbert Asquith was the most important of those MPs because he was Prime Minister for the first two years of the war.

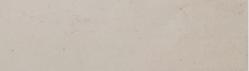
r de la construcción de la const

Women cannot fight but they fill our munition factories. They are doing work which the fighting men had to perform before and this makes a special appeal to me. Since the war began we have had no recurrence of that detestable campaign and no one can say we are giving in to violence. There was a whole range of other reasons why women won the vote:

- David Lloyd George, who replaced Herbert Asquith as Prime Minister in 1916, was a supporter of women voting but not the use of violence.
- The Labour Party, which had always supported women voting, had MPs in the wartime government.
- Men who had organised anti-suffrage groups were away in the war and could not influence what was happening at home.
- The Times newspaper supported 'Votes for Women' when it could see women working hard in the war.



The WSPU (the suffragettes), with our pre-war campaign for the vote, followed by our patriotic stand and national service, has won the greatest victory on record.



You are probably wondering why only women over 30 were given the vote in 1918. There were two reasons. Firstly, the government didn't want there to be more women voting than men. If all women over 21 had been given the vote then 52 per cent of voters would have been women. Secondly, some men still believed that women, especially when they were young, were not capable of understanding serious matters like politics. The government feared that MPs would stop women having the vote at the same age as men. Women over 21 were eventually given the vote in 1928.



# What was most important in getting women the right to vote?

Explain the different reasons why women were able to get the vote.

Explain which one you believe to be the most important.

Argue your point and explain your answer!

**Challenge** – 'David Lloyd George did nothing to help women get the vote.' How far do you agree with this statement?

