

Deeds Not Words



The Fight for Women's Suffrage 1900-1918

Teacher Handbook



A Key Stage 3 resource created by Rachel Blair-King with the People's History Museum.

This pack has been developed to aid teaching the National Curriculum for History at KS3.

This project has been developed in conjunction with museum learning officers and secondary school teachers. It incorporates several primary sources on the development of the suffrage movement from archives in the North West, including those located at the Labour History Archive and Study Centre at the People's History Museum.

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Resource Details

This resource centres on the development of the Women's Suffrage Movement from 1900 to 1918. The lessons have been designed specifically for Key Stage 3 students. This resource aims to provide students with a good knowledge of the Suffrage Movement at a national and local level, introducing them to primary sources and supporting the development of key skills.

This project has been developed in association with the People's History Museum and incorporates feedback following interviews with secondary school history teachers from various schools across the Manchester region.

The lessons have been designed to incorporate the latest teaching and learning styles, most notably, Ian Dawson's 'active learning' methods. The lessons have been designed to be adaptable, thus they can be used for varying academic abilities .

The objective of this resource is to equip students with knowledge and subject skills and to encourage them to engage with The People's History Museum as well as other local history institutions such as libraries, local archives and other museums.

The lessons have been created within the requirement of the National Curriculum, as well as incorporating the key development for history education as outlined by the Minister of Education, Michael Gove.

Deeds Not Words and the National Curriculum

Key Concepts

This resource provides a chronological understanding of the fight for women's suffrage. It also provides the context for women's social and political position in the early 20th Century and examines how the movement shaped and changed over time. Students are encouraged to evaluate and interpret the movement's impact and significance.

Key Processes

This resource encourages historical enquiry skills and provides students with a good understanding of how to access, interpret and use primary sources. This will enable students to present and develop an independent historical account using the skills learnt with this resource.

Range and Content

This resource is based on the Women's Suffrage Movement in Britain and uses a combination of sources and secondary literature providing students with a comprehensive knowledge of the subject.

Curriculum Opportunities

This resource aims to encourage schools and students to utilise historical institutions such as the People's History Museum, thereby developing an intellectual and active involvement with history. By the end of the workbook students should feel confident in evaluating primary sources and visiting institutions such as the People's History Museum.

Teaching and Learning Styles Used

This project incorporates a variety of teaching and learning styles. This section aims to address the particular styles used and provides a brief description of the aims and objectives.

Active Learning

Active learning activities aim to encourage students to engage in dynamic and physical activities during lessons. Students who engage with active learning are more likely to remember the lesson and the subject knowledge due to the activities undertaken during the learning process. This resource uses a variety of activities that seek relevance in the everyday lives of students enabling them to more efficiently learn about the Suffrage Movement. The premise of active learning is to construct activities that are both engaging and memorable, thus facilitating the development of student subject knowledge.

The lessons in this resource contain active learning activities and have been tailored specifically for use by history teachers at Key Stage 3. These have been developed by working collaboratively with history teachers and museum professionals to create a variety of activities to make the teaching and learning of history both accessible and engaging.

For more information about active learning please visit <http://www.thinkinghistory.co.uk/Index.html>

Cooperative Learning

Cooperative learning (Kagan Learning) is a teaching strategy that splits students into small groups with varying levels of ability and uses a variety of activities to improve understanding of the subject. Each member of the team is not only responsible for their independent learning but that of other team members. Cooperative learning promotes a variety of personal as well as learning and thinking skills such as team work, effective participation, independent enquiry and creative thinking. Cooperative learning also improves students oral communication and social skills.

For more information about cooperative learning please visit <http://www.kaganonline.com/>

A History of The Women's Suffrage Movement

Introduction

The campaign for the parliamentary vote for women in Britain has been extensively researched and debated by Historians. This section provides an historical overview of the women's suffrage movement which is the topic of the lesson plans provided in this resource.

This section also includes a brief historiographical overview of the women's suffrage movement. This provides information for the lessons which can be adapted by teachers for varying student academic abilities.

Origins of the Movement

Most historians such as Constance Roper, June Purvis and Sandra Stanley Holton agree that the women's suffrage movement stemmed from John Stuart Mills' 1865 election campaign (Lewis, J. 2001).

Votes for women was part of Mills' election campaign. This gave him the support of Barbara Bodichon, Emily Davis and Bessie Raynard Parkes, who campaigned for Mill. In 1866 they asked Mill to present a petition to parliament for female suffrage in light of the pending Second Reform Bill. Whilst the petition failed to achieve the vote for women, the work of Bodichon, Davies and Parkes led to the formation of the first 'Women's Suffrage Committee'. In subsequent years members who joined included Lydia Becker and Millicent Garrett Fawcett both of whom were influential in developing the constitutional suffrage movement firstly in Manchester and then nationally.

The first women's suffrage groups in the late 19th century have been described by June Purvis and Sandra Holton as 'constitutional suffragists' who advocated legal and peaceful means for campaigning for the vote. In 1897 the suffrage groups merged and formed the National Union of Women's Suffrage Societies (NUWSS).

During its early formation the NUWSS was ran by an executive committee of representatives from the various suffrage groups that had been merged. The executive committee had little power and few funds. It wasn't until 1907 when the NUWSS adopted a new constitution that Millicent Garrett Fawcett became President and the group became more autonomous.

In 1903 a new suffrage movement was formed and instigated by Emmeline Pankhurst and her daughters. The Women's Social and Political Union (WSPU) was a militant organisation that sought votes for women through non-peaceful means such as smashing windows, setting fire to letter boxes and refusing to pay taxes.



The National Union of Women's Suffrage Societies

This next section provides some background to the tactics, aims and development of the NUWSS.

The aims of the NUWSS was to obtain the parliamentary vote for women 'on the same terms as it is, or may be granted to men'.

By 1907 the NUWSS had around 10,000 members (suffragists) and had adopted distinct tactics in their campaign. The NUWSS sought to get the support of local MP's who were in favour of women's suffrage. Neither political party were prepared to sponsor the NUWSS so the society set out to attract public support and organised their first large scale protest demonstration on 9 February 1907.

The Mud March

The Mud March, named for the rain induced muddy shoes and skirts of the protestors, began in Hyde Park and proceeded to Exeter Hall on The Strand. Three thousand women, representing forty groups, were led by Millicent Fawcett, Lady Frances Balfour and Lady Strachey. Following the march a Liberal MP presented a Women's Enfranchisement Bill to parliament. However, it was refused.

Following the failure of 1907 the NUWSS sought to gain the support of local by-election candidates who supported women's suffrage, regardless of which party they belonged to.

Publications

The first issue of the NUWSS's paper *The Common Cause* was published on the 15th April 1909. The newspaper was printed weekly and enabled local societies to keep in touch with NUWSS activities across the country.

1910 General Elections

The NUWSS worked tirelessly to find MP's in favour of women's suffrage. In March a petition with over 280,000 signatures was presented to the House of Commons, the petition represented the popularity of female enfranchisement. However, despite the support for the NUWSS a Women's Suffrage Bill failed to be allotted in time for government consideration in July.

NUWSS Pilgrimage

In the summer of 1913 the NUWSS organised a procession that marched across Britain. It lasted six weeks and ended with a rally at Hyde Park.

NUWSS and World War One

On the declaration of war the NUWSS suspended political activity and concentrated on organising war relief work. In 1915 the coalition government was formed and there was greater support for women's suffrage than in the previous Liberal Government under Asquith. David Lloyd George was now Prime Minister and was more sympathetic to female suffrage. This was reflected in the representation of The People's Act in 1918. Women over the age of thirty were now enfranchised. The NUWSS had transformed from a middle-class London based society to a national movement that campaigned for much broader range of social issues relating to women, and continued to campaign for women's citizenship after world war one. In 1919 the NUWSS renamed itself National Union of Societies for Equal Citizenship.

Women's Social and Political Union

Origins

The role of the WSPU (suffragettes) is often viewed by non-historians as the primary reason why women achieved the vote. However, historians are more sceptical about the contribution made.

This section aims to provide a brief introduction to the WSPU and provide some examples of the tactics used by the WSPU.

The formation of the WSPU in 1903 by the Pankhursts has been described as a reaction to the inabilities of the NUWSS to achieve the vote. For historians such as Elizabeth Crawford the period from 1880 to 1910 was one of decline for the NUWSS. The formation of the WSPU is argued to demonstrate women's frustrations with the suffragist campaigns.

The Meaning of Militancy

The WSPU is particularly associated with militancy. During its early formation the group's militancy is questionable and depends upon the definition of militancy, the early years of the WSPU were dominated by tactics used by the NUWSS. The major development in the WSPU's history was the turn to more aggressive tactics in 1905. Members of the group began to heckle political leaders at public meetings and subsequently got themselves arrested.

Militancy begins

From 1905 the suffragettes began to disrupt meetings on a regular basis and engaged in 'unfeminine' behaviour which resulted in a negative public reaction. Subsequently several suffragettes were arrested. The majority of reactions to the suffragette movement was not positive but they continued to achieve national publicity for their actions.

Prison and Force Feeding

In 1909 suffragettes began to go on hunger and thirst strikes whilst in prison. Marion Wallace Dunlop began this craze when arrested in July 1909 hoping to be granted political offender status. However, after ninety-one hours of fasting she was released. Others soon followed, joining the hunger strikes in the hope of a quick release. By the end of the year forcible feeding was introduced.

The Conciliation Bill and Black Friday 1910

In January 1910 Emmeline Pankhurst called a halt to the militant actions of the WSPU in response to The Conciliation Bill which included the proposal to enfranchise women.

Although the bill passed its second reading, both Prime Minister Asquith and Home Secretary Lloyd George voted against it. The WSPU reacted by turning to stronger 'militant' tactics. 18 November has long been remembered as Black Friday when events involving suffragettes and police turned violent and over 115 women and 4 men were arrested. In the months that followed, the suffragettes were ordered to sabotage the Manhood Suffrage Bill that aimed to enfranchise men.

In January 1913 Asquith announced that the Manhood Suffrage Bill was to be dropped. The WSPU immediately declared war on the government and over the next eighteen months militancy reached its height. There was large scale window smashing, arson and bombing as well as attacks on art treasures and the continued hunger strikes in prison.

The Cat and Mouse Act 1913

The arrests of suffragettes continued but women on hunger strike were no longer force fed. In 1913 the Temporary Discharge for Ill-Health Act was introduced. It subsequently earned the name, 'The Cat and Mouse Act', as it called for prisoners with ill-health to be released and later re-arrested to serve the remainder of their sentence. This was not always successful. Emmeline Pankhurst was arrested in 1913 and sentenced to three years penal servitude under the Malicious Injuries to Property Act but served less than six weeks of her time.

Militancy ends

Throughout 1913 and early 1914 the WSPU continued to campaign for the vote using violent tactics. Emily Davison paid the ultimate price when she died from her injuries in an attempt to pin a suffragette rosette to the king's horse at the Derby.

The period 1912 to 1914 is often called the 'wild period' due to the extreme militant tactics used at this time. It has been suggested by some historians that one of the contributing factors to women over 30 achieving the vote in 1918 was a fear of return to the violence of the wild period.

At the outbreak of war in September 1914 the WSPU halted its campaign to support the war effort. The WSPU became the Women's Party in 1917 when it became apparent that women were to be given the vote. However, this group dissolved in 1919.

Some historians have doubted the integrity of the WSPU who fought tirelessly to achieve the vote prior to 1918 but simply appeared to give up once a proportion of women were enfranchised. The group halted their campaigns for female suffrage in 1914 and did not continue its campaign for universal female suffrage (which was not achieved until 1928) after the representation of the People's Act in 1918.

References

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Lesson One: The Social and Political Position of Women in 1900

Section 1: Lesson Context

Resources

- Student workbook
- Copies of the primary source sheets for the development activity
- Blank envelopes for every student for the starter activity
- Enough sweets for half the class to have a sweet in their envelope
- Primary sources for the development activity
- A computer to access the Audio-Visual learning tools on the PowerPoint. It is best to add the media to PowerPoint on the computer you intend to use for the lesson, or play it independently through a media playing program. This information is intended for a class discussion on the development activity.

Section 2: Lesson Purpose

Lesson Reference

Unit 16: Women in the early 20th century: The fight for female suffrage, Key Stage 3 History National Curriculum.

Baseline

This first lesson aims to provide students with an introduction to the social and political position of women at the start of the 20th century. Students should come to the lesson with a basic knowledge of the changing political atmosphere throughout the late 19th and early 20th centuries in Britain. They should be aware of the changes to the franchise (voting system) from 1850 to 1900 from previous lessons.

Purpose of Lesson

This lesson aims to introduce students to the position of women in British society and the extent of political power during the late 19th and early 20th centuries. This lesson provides the context for the origins of the suffrage movement and identifies the motivations behind the campaign for change.

Links

This resource has strong links with Citizenship Studies Unit 12: Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?

This resource provides historical knowledge of the women's suffrage movement and draw parallels with current protests.

This resource allows students to identify with the ideals of campaigning and protest.

This resource incorporates the work of the British Library's 'Campaign! Make an Impact' project that aims to encourage young people to learn from historical campaigns and create their own. This is in keeping with Citizenship Studies Unit 14: Developing skills of democratic participation .

The resource promotes functional skills by enabling pupils to express their own opinion on identified topics by drawing on their literacy skills.

Students are given the opportunity to learn in a variety of ways, including group work and independent research.

Lesson Objectives

To know and understand the limitations of women's lives during the early 20th century.

To know and understand the limitations of women's position in society.

To understand why women wanted to change their social and political status and how they achieved this.

Intended Learning Objectives

All students (except some SEN students) will be able to recall, select and communicate understanding and knowledge of...

1. The social and political status of women in the early 20th century
2. Some of the motivations of women to campaign for change.

Most students will be able to demonstrate understanding through explanation and analysis of...

1. The social and political status of women in the early 20th century.
2. The motivations of women to campaign for a change in their status using some specialist terminology.

Some students will be able to understand, analyse and evaluate...

1. The social and political status of women in the early 20th century in a coherent way.
2. The motivations of women to campaign for a change in their status using specialist terminology.

Section 3: Action Sheet

Timings

Starter Activity

- On entering the classroom each student is to be given an envelope. Half of the envelopes are to contain a sweet with the remaining half empty. Ensure that the sweets are distributed randomly to students.
- Students are asked to open the envelopes and all those with a sweet are sent to one side of the room and all those without are sent to the opposite side of the room.
- Once separated the students with the sweets are told that they can have the lesson off and just need to sit quietly and chat amongst themselves. All students without sweets are told that they have to write lines for the entire lesson. This aims to open a class discussion on how both sides feel, establishing that it is unequal.
- Ask the non-sweet side what they want to change.
- Ask the sweet side if they would like to be made equal with the non-sweet side. Explain that if they agree to be made equal they will lose their sweet and have to contribute to the class by doing lines. Aim to establish that the sweet side do not want anything to change.
- Ask the non-sweet students what they might do to change their situation, aiming to introduce the idea of protest and campaign as well as the idea of equality.
- Once this has been established the objectives of the lesson can be introduced.
- This activity aims to introduce students to the concept of restrictions placed on people, enabling them to draw parallels from this activity and the status of women in the 19th and early 20th centuries as well as the idea of equality and protest for change.
- The activity uses audio-visual and active learning.

Development - Kagan Learning activity

Think-Pair-Share Task

- This activity encourages cooperative learning. Students are to be given 1 minute to think about the meaning of **civil rights**. They are asked to write their ideas down in the idea bubbles in their student workbooks.
- Students then get into pairs and are given another minute to discuss these ideas and develop a definition.
- A class discussion should follow to create a class definition of civil rights which is then recorded in the student workbook.

Timings

Separate Spheres Task

- The students are asked to fill in the missing words from the separate sphere activity in their workbooks.
- Subject knowledge discussion can follow using the information in the handbooks and the PowerPoint slides to achieve the lesson subject knowledge objectives.

Primary Source Task

- Students are to be split up into groups no larger than four. Each group is to be given a primary source relating to the status of women and stereotypes.
- Students are asked to identify the four W's. 1) **When** was it written 2) **Who** wrote/created the source 3) **Why** was it created/written 4) **What** does it say.
- A possible extension task could be a written interpretation of the sources including their significance in relation to the historical position of women in society and today.
- All of the sources to be used in this activity are at the end of the lesson plan. There are some video sources which require computer access.
- Each group will then present their source and discuss its significance to women's status with a class discussion to end.

Plenary - Pictionary

- On the PowerPoint you will find a game using key words. In groups students are asked to guess the keywords from clues provided in the PowerPoint. Each group is to have a designated speaker. The groups race to guess the keywords. This aims to provide students with a firm knowledge of key people, concepts and terms with photo triggers to encourage knowledge retention.

Source One

NO DOUBT "Just A Girl", 1996

Take this pink ribbon off my eyes
I'm exposed
And it's no big surprise
Don't you think I know
Exactly where I stand
This world is forcing me
To hold your hand
'Cause I'm just a girl, little 'ol me
Don't let me out of your sight
I'm just a girl, all pretty and petite
So don't let me have any rights

Oh...I've had it up to here!
The moment that I step outside
So many reasons
For me to run and hide
I can't do the little things I hold so dear
'Cause it's all those little things
That I fear

'Cause I'm just a girl I'd rather not be
'Cause they won't let me drive
Late at night I'm just a girl,
Guess I'm some kind of freak
'Cause they all sit and stare
With their eyes

I'm just a girl,
Take a good look at me
Just your typical prototype

Oh...I've had it up to here!
Oh...am I making myself clear?
I'm just a girl
I'm just a girl in the world...
That's all that you'll let me be!
I'm just a girl, living in captivity
Your rule of thumb
Makes me worry some

I'm just a girl, what's my destiny?
What I've succumbed to is making me numb
I'm just a girl, my apologies
What I've become is so burdensome
I'm just a girl, lucky me
Twiddle-dum there's no comparison

Oh...I've had it up to!
Oh...I've had it up to!!
Oh...I've had it up to here!

What does this song say about women's status in society today?

Source Two

AL MURRAY “Secretary or Nurse”, 2009



Watch the Video Clip.

What does this video say about women’s status in society today?

Source Three

Opinions on women's rights and suffrage

"Women ought to have representatives instead of being arbitrarily governed without any direct share allowed them in the deliberations of government."

Mary Wallstonecraft, 1792

"A woman should make a man's home delightful. Their sex should ever teach them to be subordinate. Women are like children; the more they show they need looking after, the more attractive they are."

Mrs John, Sandford *Woman in her Social and Domestic Character*, 1837

"Woman, as mother, sweetheart, inspirer and friend, man accepts and welcomes. But once she begins to invade his province, to do his work – then his latent jealousy will burst into flame, and everywhere there will be a great revolt."

***Anti-Suffrage Review*, 1910**

"Men and women have different roles. God made women so they would be good at doing housework, looking after children and being a mother. Men have been designed to do the tougher jobs such as politics, war and business. Women should be the 'Angel in the House'."

***Anti-Suffrage Review*, 1907**

What do these opinions say about women's status in society?

Source Four

Women's Social and Political Union, January 1914

8413.2.5. 08415.K

Read "The Common Cause." 1d. weekly.
JANUARY, 1914.

B 111. *Send for free Catalogue of N.U.W.S.S. publications.*

National Union of Women's Suffrage Societies
14, GREAT SMITH STREET, WESTMINSTER, LONDON, S.W.
LAW-ABIDING. NON-PARTY.

President: Mrs. HENRY FAWCETT, LL.D.
Colours: Red, White and Green.

Votes for Mothers

THEY TELL YOU
"The Woman's Place is the Home."

Well, if you had **votes** you might have **better homes**; and if you had better homes your **children** would have **a better chance**.

You have seen many a poor woman's baby as fine and healthy at birth as the child of any wealthy woman in the land. You have seen that baby gradually pine, grow thin, pale, fretful, and at last sicken and die, in spite of all its mother's love and care.

Why did that Baby Die?

Most likely it died because the house into which it was born was unhealthy, insanitary, overcrowded, and consequently full of poisonous germs.

To prove this go to Birmingham. There you will find that, in a poor and crowded part of the city, of every **1,000** babies born **331** die. But, only $4\frac{1}{2}$ miles away, in the garden village of Bournville where the people have good and healthy houses, of every **1,000** babies born only **65** die. That means that of every **five** babies who die in the unhealthy houses only **one** would have died, had it been born in a healthy home—four of the five dead babies **need not have died at all**. They were killed by conditions which ought not to exist—conditions which their mothers had no power to change.

That is why **mothers** want votes. For then they could send men to Parliament who would say: "We have had enough of this wholesale slaughter of innocent babies. We will insist on healthy homes for the people, so that the babies may live and thrive."

Mothers, **it could be done**. It **will** be done when you have power and **use** your power to send to Parliament, men who will talk less about women stopping at home and do more to see that women have decent homes to stop in. For the sake of the babies demand

Votes for Mothers.

4d. per 100, 2/6 per 1,000.

Published by the NATIONAL UNION OF WOMEN'S SUFFRAGE SOCIETIES,
14, Great Smith Street, Westminster; and
Printed by THE TEMPLAR PRINTING WORKS, Edmund Street, Birmingham.

What does this leaflet say about women's status in society?

Lesson Two: The Women's Social and Political Union (WSPU)

Section One: Lesson Context

Resources:

- Student workbook
- Copies of the primary source sheets to hand out for the development activity
- Primary source sheets for the development activity
- Access to a computer for audio-visual sources. It is best to add the video and song to the PowerPoint on the computer you intend to use for the lesson, or play it independently through a media playing program. These are intended for the class discussion and feedback element of the development activity. There are also hyperlinks provided to stream the video from the web.

Section Two: Lesson Purpose

Lesson Reference

Unit 16: Women in the early 20th century: The fight for female suffrage, Key Stage 3 History National Curriculum.

Baseline

Students should come in to the lesson with a basic knowledge of the political atmosphere in Britain during the early 20th Century. Students should have a general knowledge of the social and political position of women in society from the previous lesson.

Purpose of Lesson

This lesson aims to provide students with a good understanding of the 'militant' group that campaigned for women's suffrage. Students should be able to form their own opinions on the effectiveness of violent protest as well as learning about the variety of tactics used by the WSPU. Some examples of violent protest are given in the primary source work.

Links

See page 11

Lesson Objectives:

To know and understand the meaning of 'militant' protest.

To be able to apply understanding of militant protest to contemporary and early 20th century contexts, by assessing the campaigning activities adopted by the WSPU.

To evaluate why and assess how the WSPU campaigned for the vote.

Intended Learning Objectives

All students (except some SEN students) will be able to recall, select and communicate understanding and knowledge of...

1. The meaning of militant protest today and in the early 20th Century in the Women's Suffrage Movement.
2. Some of the motivations of the WSPU and the tactics used.

Most students will be able to demonstrate understanding through explanation and analysis of...

1. The developments of the WSPU and usage of militant protest, including why and how membership increased and the nature of the group's leadership.
2. The success of the WSPU's militant campaign, including its motivations and tactics using some specific terminology.

Some students will be able to understand, analyse and evaluate...

1. The full nature of the WSPU's campaign for the vote.
2. The motivations behind the WSPU and the resultant tactics used as well as the success of the militant campaign for the vote, using accurate and specific terminology.

Section Three: Action Sheet

Timings

Starter Activity

- Students are asked to name the four people from the slide and write them down in their workbooks, they have one minute to do this.
- They are then asked to identify the four women from the suffrage movement.
- This is to highlight that although these women changed the lives of many women they are not well known..
- Image 1: Annie Kenney
- Image 2: Emily Davison
- Image 3: Emmeline Pankhurst
- Image 4: Hannah Mitchell

Development

Analysis of Violent Protest

- The class are asked to watch the short news clip of the student protests of 2010 as well as reading the newspaper extracts in their workbooks before answering the questions.
- This activity aims to draw links between contemporary and past events and offers a comparison of violent protest as a form of campaign. The purpose of the activity is for students to evaluate the success of violent protest and form their own opinion on whether it is a viable form of achieving identified objectives.
- Discuss, as a group, the students responses to the following questions:
 1. What was the protest for?
 2. What do you think the protesters wanted to achieve?
 3. Do you think violent protest is the way to get things achieved?
 4. Did the protest result in what they wanted?
 5. Do you think violent protest is the way to campaign for something? In your answer explain why?
- A ten minute discussion of the news clip, introducing the WSPU, its leaders, motivations, tactics and examples of these tactics can follow.

Timings

Primary Source Task

- Students are to be put into groups to look at the primary source sheets. Students should aim to develop the skills they learnt in lesson one, on the 4 W's, as well as following the instructions on the source sheets.
- Students are asked to complete a variety of activities in response to their interpretations of the sources.
- Each group will then present their work to the class.

Plenary

- Students are asked to start to fill in a 'Facebook' page for the WSPU that can be completed as homework using the information provided in their workbooks.

Source One

London student fee demo clear-up to cost '£50,000'



"The protesters who chose to wreak havoc on our city should also be aware of the potential greater cost to London's global reputation as we prepare to host the world during the 2012 Games."

"Parliament Square Gardens was subjected to sustained and violent attacks by some protesters, intent on mayhem, who ripped down fencing, set fire to benches, broke windows and even went so far as to launch a fire extinguisher from the roof of the conservative party headquarters"

"The protests over MPs voting to increase university tuition fees in England to up to £9,000 a year turned violent on Thursday."

"In Manchester it led to a cat and mouse chase with the police."



Source Two

THE TIMES

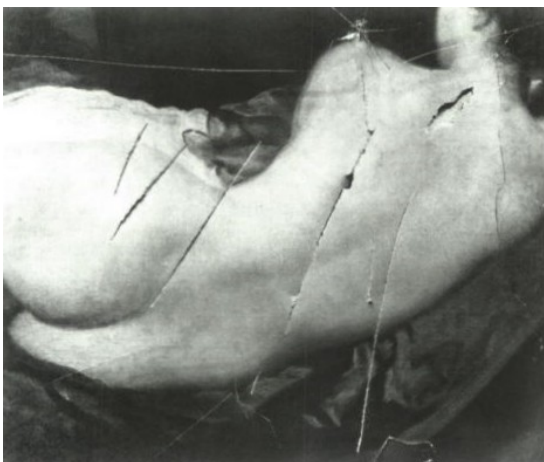
11th March 1914

Slasher Suffragette

On the 10th March 1914 Mary Richardson viciously attacked the Rokeby Venus painting with a meat cleaver. This follows the arrest of Emmeline Pankhurst the day before. When questioned on her actions Mary Richardson had the following to say:

"I have tried to destroy the picture of the most beautiful woman in mythological history as a protest against the Government for destroying Mrs Pankhurst, who is the most beautiful character in modern history. Justice is an element of beauty as much as colour and outline on canvas. Mrs Pankhurst seeks to procure justice for womanhood, and for this she is being slowly murdered by a Government of Iscariot politicians. If there is an outcry against my deed, let every one remember that such an outcry is an hypocrisy so long as they allow the destruction of Mrs Pankhurst and other

beautiful living women, and that until the public cease to countenance human destruction the stones cast against me for the destruction of this picture are each an evidence against them of artistic as well as moral and political humbug and hypocrisy".



As a group develop a drama sketch which includes an eye witness account from the event described above. Remember to include some anti-suffrage opinions using the information provided in your student workbooks.

Source Three

EMILY DAVISON 'Death at the Derby', 1910



Watch the video clip.

What do you think happens?

What was Emily Davison trying to do?

Devise a short drama scene re-enacting what you think happened at the Derby.

Source Four

MARY POPPINS 'Sister Suffragette', 1964 (set in 1930's)



Mrs. Banks:

We're clearly soldiers in petticoats
And dauntless crusaders for woman's votes
Though we adore men individually
We agree that as a group they're rather stupid!

Cast off the shackles of yesterday!
Shoulder to shoulder into the fray!
Our daughters' daughters will adore us
And they'll sign in grateful chorus
"Well done, Sister Suffragette!"

From Kensington to Billingsgate
One hears the restless cries!
From ev'ry corner of the land:
"Womankind, arise!"
Political equality and equal rights with men!
Take heart! For Missus Pankhurst has been
clapped in irons again!

No more the meek and mild subservient we!
We're fighting for our rights, militantly!
Never you fear!

So, cast off the shackles of yesterday!
Shoulder to shoulder into the fray!
Our daughters' daughters will adore us
And they'll sign in grateful chorus
"Well done! Well done!
Well done Sister Suffragette!

Watch the video clip.

Do you think this song is effective in describing the tactics of the suffragettes?

Create a protest song or chant as a group.

Source Five, 1 of 2

"The Suffragette," February 6, 1914.
The Suffragette
Registered at the G.P.O. as a Newspaper.
Edited by Christabel Pankhurst.
No. 59—Vol. II. FRIDAY, FEBRUARY 6, 1914. The Official Organ of the Women's Social and Political Union.
Price 1d. Weekly (Postage).

FORCIBLE FEEDING.

A Personal Experience of Torture.

By MARY RICHARDSON.

FORCIBLE feeding takes place twice a day at least in Holloway prison, and having endured this agony myself, I would ask those who believe in prayer to pray at these times, 9.30 and 4.30, that the women in prison may be delivered from it speedily, and also that as a nation we may be forgiven the great stain put upon us by the primitive, horrible torture of women.

People say that if the victims of forcible feeding did not struggle they would suffer less; I should like to say, once and for all, that this is the same as telling anyone that they would suffer less if they did not jump if they got a cinder in their eye. The principle is the same; one struggles because the pain is excruciating, and the nerves of the eyes, ears and face so tortured that it would be impossible not to resist the process of torture to the uttermost.

One struggles, also, because of another reason—a moral reason—for forcible feeding is an immoral assault as well as a painful physical one, and to remain passive under it would give one the feeling of sin; the sin of concurrence. One's whole nature is revolted: resistance is therefore inevitable.

There is a violent struggle at first with eight or nine wardresses. Frequently, after being overcome by them, one is flung on to the floor, and then picked up bodily and flung on to the bed. Quickly then each wardress seizes the part of your body allocated to her, and three lie across your legs, almost breaking, it would seem, the tendons under the knees.

Your shoes are removed, and your ankles pinched in the nerve centres if you move your feet. There is a wardress holding each shoulder, two at each arm, two at the sides, and these, if they wish, kneel on your ribs until your breathing shows a dangerous shortness from all this pressure, when they desist for a few moments to return to it later.

Sheets are flung over you, one over your head and forehead, another wardress holds your head, and one of the methods is to press their thumbs into your temples.

At this stage of the proceeding the doctor enters and you see his hands at work on the tubes in front of your half-shut eyes. He introduces the tube cautiously into the nose, but then thrusts it with violence through the small nasal opening into the throat. This is where the laceration occurs and swelling—and the greater the swelling the more acute the agony.

Then the tube, a yard long, is run through this nasal passage, down the throat into the stomach. Medicine or tonic is then administered from an opaque glass so that you see nothing. Food is run through the tube, and being rich and thick it runs slowly. Struggling at this point is impossible, choking and coughing begin and last spasmodically during the feeding. Tears stream from the corners of the eyes, though one is not crying voluntarily, and this pain and injury to the eyes alone is a fine torture apart from all other things.

After the feeding the doctor removes the tube by two vigorous jerks that seem as if they were splitting the face in half. The remnant of the food in the tube splutters over your face, and the head sheet is used to wipe it off with. The doctor now disappears hurriedly and the wardresses one by one relax their various grips of your body. You are left breathless, dazed, giddy, to toss back and forward until sufficiently recovered; to sit up and put your disordered clothing straight; to sit up, if strong enough, to watch a white wall for seven hours till this torture is repeated.

Is there any wonder, I say, that prayers are needed for a nation's forgiveness which tolerates such hideous torture in this "enlightened" century?

I have told you the process of forcible nasal feeding; in some ways the throat feeding is even worse, for one chokes more desperately in it, and suffers more from indigestion as the food is poured in more hastily, owing to the tubes being larger. All this is done to "preserve life"!

What a Pharisee's phrase! One does not slowly kill in order to "preserve life"?—Surely!

I write this in the hope that it may urge your readers to do something effective to stop forcible feeding, for I well know what my companions are daily enduring in prison.

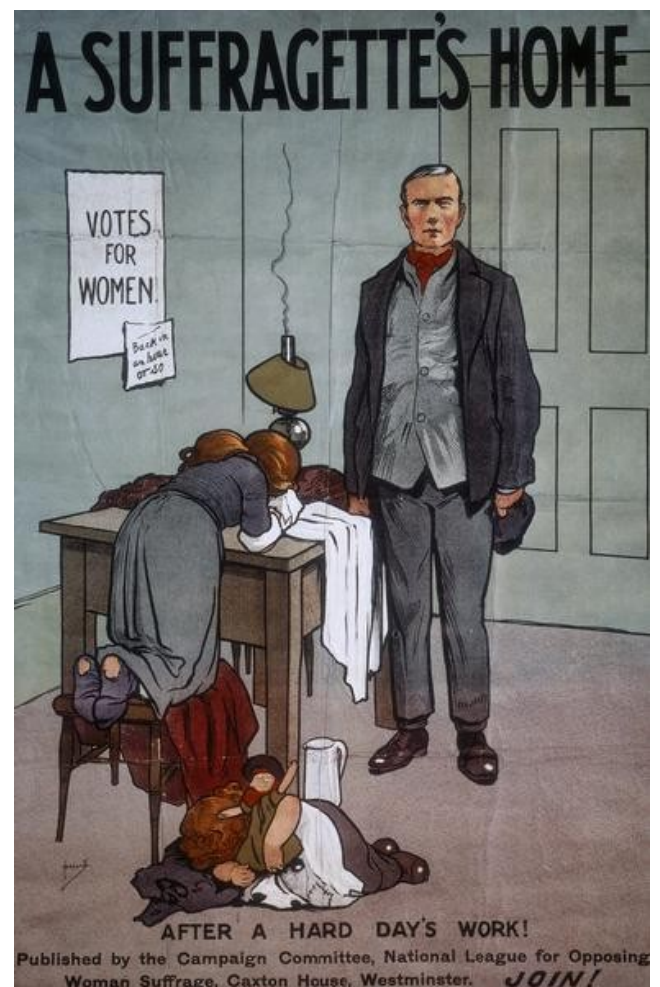
Source Five, 2 of 2



Read the article and examine the photograph. As a group create a live news report for the rest of the class about the forcible feeding of women who are on hunger strikes in prison.

Source Six

EMMELINE PANKHURST "Give a Speech on Militancy", 1910



Listen to the audio clip.

Think of a speech to counter argue women's suffrage. Use the sources to help develop your argument.

Lesson Three: The National Union for Women's Suffrage Societies (NUWSS)

Section One: Lesson Context

Resources

- Student workbook
- Copies of the resource sheets for the development activity
- Art and craft materials for students to create props for the development tasks (card, coloured pens)
- Access to the internet to stream videos. All videos are attached to the PowerPoint as hyperlinks.

Section Two: Lesson Purpose

Lesson Reference

Unit 16: Women in the early 20th century: The fight for female suffrage, Key Stage 3 History National Curriculum.

Baseline

Students should come to the lesson with a basic knowledge of the political atmosphere in Britain during the early 20th Century. They should have a general knowledge on the social and political position of women in society and the militant campaign undertaken by the WSPU from previous lessons.

Purpose of Lesson

This lesson aims to provide students with a good understanding of the 'constitutional' group that campaigned for women's suffrage. Students should be able to form their own opinion on the effectiveness of non-violent protest as well as understand and give examples of the variety of tactics used by the NUWSS. Students should also begin to prepare for the museum visit as well as developing a chronological knowledge of the women's suffrage movement

Links

See page 11

Lesson Objectives

To know and understand the meaning of 'constitutional' protest today and in the early 20th century in the campaign for women's suffrage.

To evaluate why and assess how the NUWSS campaigned for the vote.

Intended Learning Objectives

All students (except some SEN students) will be able to recall, select and communicate understanding and knowledge of...

1. Constitutional protest today and in the early 20th Century in reference to the women's suffrage movement.
2. Some of the motivations of the NUWSS and the tactics used.

Most students will be able to demonstrate understanding through explanation and analysis of...

1. The developments of the NUWSS and usage of constitutional protest, including why and how membership increased and the nature of the group's leadership.
2. The success of the NUWSS campaign, including its motivations and tactics using some specific terminology.

Some students will be able to understand, analyse and evaluate...

1. The full nature of the NUWSS campaign for the vote.
2. The motivations behind the NUWSS and the resultant tactics used as well as the success of the constitutional campaign for the vote, using accurate and specific terminology.

Section Three: Action Sheet

Timings

Starter Activity: Play Your Times Right

- Students are asked to look at the photographs and establish the correct chronological order of the events depicted.
- There are five photographs and are available on the PowerPoint and in the student workbooks.
- Students are asked to fill in the gaps in the student workbooks.
- A class discussion on whether the photo is later or earlier than the previous should ensue as a way of ascertaining the correct order.
- This starter activity is similar to the 'Play Your Cards Right' game show.

Development

Contemporary non-violent protest activity

- This task is an analysis of non-violent protest. The class are asked to watch the short news clip depicting the 2011 protests in Egypt and read the newspaper extracts in their workbooks to answer the questions.

Timings

- This activity aims to compare contemporary and past events to examine the idea of non-violent protest as a form of campaign. The aim of the activity is for students to assess the success of non-violent protest and form their own opinion on whether it is a viable form of getting identified objectives achieved.
- This task aims to reinforce students' chronological knowledge of the suffrage movement as well as supporting their knowledge and understanding of the two campaigns and their tactics.
- A ten minute discussion on the NUWSS following the news clip should follow.

Photo Time Line Activity

- This activity prepares the students for their trip to the People's History Museum by asking them to plan three photographs relating to the Women's Suffrage Movement.
- Students are to be split up into groups. Each group will be given a resource sheet which features three events.
- The resource sheet also has a variety of suggestions for props available within the museum that could be incorporated within the students' photographs.
- Students can create their own props in addition to those available at the museum to support their photographs.
- When the class visit the museum they will be allocated time during the day to explore the galleries. It is recommended that these photographs be taken then.

Plenary

The strongest link game.

- Each student is to be asked a question relating to the women's suffrage movement.
- The student has the option of answering or passing the question to the strongest link.
- To be the strongest link the student has to answer their question correctly.
- The strongest link can only be nominated to answer a pass once.
- The strongest link is given the option of the original question that was passed or a new one to answer.
- If the strongest link gets the question right they choose who gets the next question, provided that person has not already been eliminated from the game.

Photo Timeline: Resource Sheet One

Using the museum displays and the associated hands-on objects plan three photographs for your trip. You need to prepare the scene and use as many of the props as you can. When you get to the museum you will have to find the props and take the photographs. You can have extra people in the photo. For example, if your photograph is of a rally or meeting you might want to incorporate the rest of the class. You can also create your own props and you can use any area of the museum for your photo unless your are told otherwise.

Props



The events you need to portray

1792: Mary Wollstonecraft wrote *A Vindication of Rights of Women* (this is a pamphlet on women's rights and needs a printing press for the picture).

1832: Mary Smith presented the first women's suffrage petition to parliament.

1866: John Stuart Mill presents a women's suffrage petition to the House of Commons.

Photo Timeline: Resource Sheet Two

Using the museum displays and the associated hands-on objects plan three photographs for your trip. You need to prepare the scene and use as many of the props as you can. When you get to the museum you will have to find the props and take the photographs. You can have extra people in the photo. For example, if your photograph is of a rally or meeting you might want to incorporate the rest of the class. You can also create your own props and you can use any area of the museum for your photo unless your are told otherwise.

Props



The events you need to portray

1880: Demonstrations were held around the country in support of women's suffrage.

1897: National Union of Women's Suffrage Societies was founded with Millicent Garrett Fawcett as its leader.

1903: The Women's Social and Political Union is formed in Emmeline Pankhurst's Manchester home.

Photo Timeline: Resource Sheet Three

Using the museum displays and the associated hands-on objects plan three photographs for your trip. You need to prepare the scene and use as many of the props as you can. When you get to the museum you will have to find the props and take the photographs. You can have extra people in the photo. For example, if your photograph is of a rally or meeting you might want to incorporate the rest of the class. You can also create your own props and you can use any area of the museum for your photo unless you are told otherwise.

Props



The events you need to portray

1907: Hannah Mitchell is arrested for heckling politicians during a public meeting at the Free Trade Hall.

1908: Demonstration in Hyde Park and £1,000 spent on publicity.

1909: Suffragettes go on hunger strikes whilst in prison.

Photo Timeline: Resource Sheet Four

Using the museum displays and the associated hands-on objects plan three photographs for your trip. You need to prepare the scene and use as many of the props as you can. When you get to the museum you will have to find the props and take the photographs. You can have extra people in the photo. For example, if your photograph is of a rally or meeting you might want to incorporate the rest of the class. You can also create your own props and you can use any area of the museum for your photo unless you are told otherwise.

Props



The events you need to portray

1907: Suffragist campaigners organise a march in London known as the Mud March due to torrential rain.

1910: Suffragists helped pro female suffrage Liberal candidates with their campaigns.

1913: Women's Pilgrimage holding meetings over 6 weeks across the country.

Photo Timeline: Resource Sheet Five

Using the museum displays and the associated hands-on objects plan three photographs for your trip. You need to prepare the scene and use as many of the props as you can. When you get to the museum you will have to find the props and take the photographs. You can have extra people in the photo. For example, if your photograph is of a rally or meeting you might want to incorporate the rest of the class. You can also create your own props and you can use any area of the museum for your photo unless your are told otherwise.

Props



The events you need to portray

1909: Force feeding began on those women who went on hunger strikes in prison.

1912-14: 'Wild period' begins. Arson attacks, broken windows and other militant tactics were used by the WSPU in their campaign for the vote.

1913: Emily Davison was fatally injured when a protest for women's suffrage went wrong at the Epsom Derby.

Lesson Four: Who will achieve Votes for Women?

Section One: Lesson Context

Resources

- Student workbook
- Copies of the resource sheets for the development activity
- Washing line and pegs for the development activity with printouts of the students' timeline photographs
- Printed copies of the keyword cards for the development task

Section Two: Lesson Purpose

Lesson Reference

Unit 16: Women in the early 20th century: The fight for female suffrage, Key Stage 3 History National Curriculum.

Baseline

Students should come into the lesson with a basic knowledge of the political atmosphere of Britain during the early 20th Century. They should have a general knowledge on the social and political position of women in society, the militant and constitutional suffrage groups and the campaign for female suffrage undertaken by the NUWSS and the WSPU from the previous lessons.

Purpose of Lesson

This lesson aims to provide students with a summary of the previous lesson and to support their existing knowledge using revision activities. The lesson also aims to support students' chronological knowledge and ensure that they are confident in the major developments of the suffrage movement, the difference between the two major campaigning groups, as well as the varying tactics used. Students will be asked to assess which group they think was more likely to win the vote by 1914. Finally the lesson aims to assess the impact of the First World War on the suffrage campaign.

Links

See page 11

Lesson Objectives

To know and understand keywords relating to the Women's Suffrage Movement.

To identify the differences between the two major groups that campaigned for the vote.

To evaluate the methods and tactics used to make conclusions on who was most likely to gain women the vote.

Intended Learning Objectives

All students (except some SEN students) will be able to recall, select and communicate understanding and knowledge of...

1. Some of the keywords relating to the WSPU and the NUWSS
2. Some of the tactics used as well as a basic chronological knowledge of the main events

Most students will be able to demonstrate understanding through explanation and analysis of...

1. The chronological developments of the suffrage movement and be able to provide examples
2. Which group was more likely to achieve the vote by 1914.

Some students will be able to understand, analyse and evaluate...

1. The chronological developments of the suffrage movement undertaken by both the NUWSS and the WSPU by providing detailed examples
2. The successes and failures of each group by providing examples and using accurate terminology whilst also being able to suggest which group was the more likely to succeed.

Section Three: Action Sheet

Timings

Starter Activity

The Jeremy Kyle show

- Three students are to be selected and each given a mask. These masks represent Emmeline Pankhurst, Millicent Garret Fawcett and Herbert Henry Asquith.
- Each mask has an accompanying speech excerpt which the three students are to read aloud. The teacher acts as Jeremy Kyle and controls the sketch by introducing each character and inviting each student to speak one at a time.
- Once each student has read their excerpt, the class is asked to take a vote regarding which group they think will prevail in achieving votes for women, if any.
- The aim of this activity is to provide an accessible platform for the subject as well as getting students to think about which group they think was more likely to win the vote.

Development

Photograph Time Line

- This task concludes the development activity from lesson three by assembling the photographs that the students created in chronological order.

Timings

- Ask each group to show and describe their photographs and place them on the washing line with a peg in chronological order.
- This task aims to reinforce students' chronological knowledge of the suffrage movement, as well as supporting their knowledge of the different groups and the tactics used.

Constitutional vs Militant protest

- This task is an interactive discussion on the pros and cons of the militant and constitutional campaigns for women's suffrage.
- Students are asked to either raise the cross or tick depending on which group they feel will win the vote.
- The purpose of this exercise is to discuss the positives and negatives of violent and non-violent protest and to get the students to form opinions.

Keyword Game

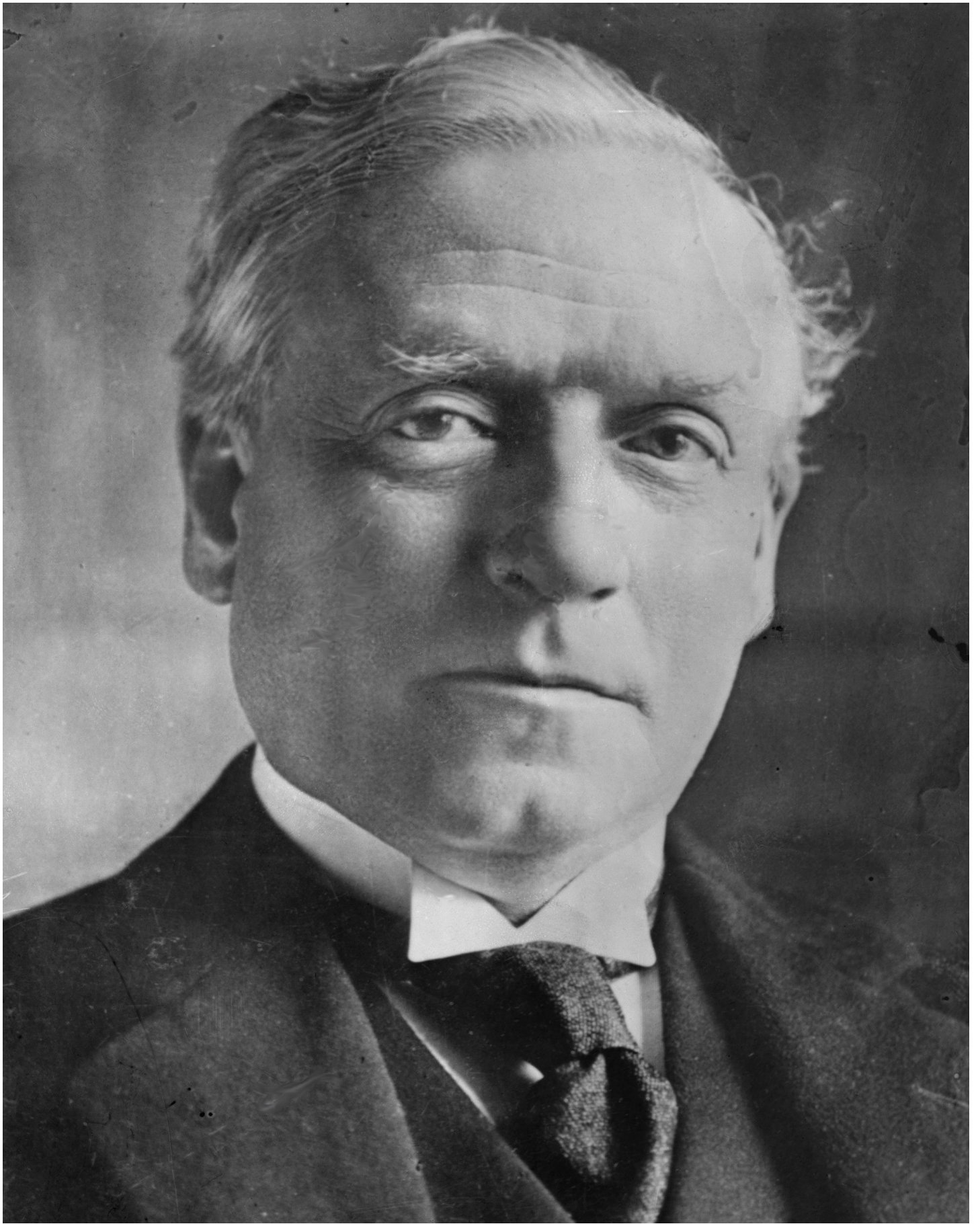
- Students are asked to get into groups of four. Ensure the abilities of students within each group are mixed.
- Each group is to be given 4 keywords which are placed in the centre of the table face down.
- Each student picks up a keyword and is instructed not to tell anyone what the word is.
- Students are then asked to number each member in their group from one to four.
- There are two rounds to this activity. In round one numbers 1 and 3 are listening partners and numbers 2 and 4 are describing partners. Swap for round two.
- 2 pairs up with 1 and 4 pairs up with 3
- The describing partner relates their keyword to their listening partner who has to guess what the word is from the clues they are given. The describing partners are not allowed to say what the keyword is or say any words that sound similar. If the listening partners get stuck with the clues, describing partners can refer to the clues in this resource pack or their workbooks.

Plenary

- Students are asked questions on the topic. In each case the answer relates to one of the three people used in the starter activity. Students are asked to raise the appropriate picture to answer the question. There are copies of each picture in the student workbook.



“We have tried every way, but we have had disapproval poured upon us. Setting fire to buildings, hunger strikes, and chaining ourselves to railings, militancy is the only way to get the vote” EMMELINE PANKHURST



“A woman should make a man’s home delightful. Their sex should ever teach them to be subordinate” HERBERT HENRY ASQUITH



“The NUWSS is like a glacier, slow moving but unstoppable. Marches, petitions to parliament, working with MP’s, that is how we will achieve the vote”

MILLICENT GARETT FAWCETT

Keywords: Sheet One

Herbert Henry
Asquith

- Prime Minister from 1908 to 1916
- Leader of the Liberal Party
- Against female Suffrage

Suffragette

- Associated with the Women's Social and Political Union (Suffragettes)
- Violent protest tactics
- For example criminal damage

Emmeline
Pankhurst

- Suffragette leader
- Formed the WSPU with her daughters Christabell and Adela in Manchester 1903
- Believed that violent protest was the only way to achieve the vote

Millicent Garrett
Fawcett

- Leader of the NUWSS Suffragists
- Adopted peaceful forms of protest and was willing to work with politicians to win the vote
- Believed that violent protests damaged the campaign for the vote

Women's Social
and Political
Union

- Also known as the Suffragettes, formed in 1903
- Believed in militancy to achieve the vote
- Had the motto 'Deeds not Words'

Keywords: Sheet Two

National Union of
Women's Suffrage
Societies

- Also known as suffragists
- Used peaceful tactics to achieve the vote, such as petitions
- Organised a pilgrimage across Britain to Hyde Park, London

Petition

- Presented at Parliament or to members of government in a demonstration of mass support for a particular campaign
- Requires a large amount of signatures to be successful
- A tactic used by suffragists

Hunger Strike

- Tactic used by suffragettes whilst in prison
- As a result government introduced the 'Cat and Mouse Act' because of fear for the women's health

Prisoners Temporary
Discharge for Ill
Health Act

- Introduced in 1913
- Also known as the 'Cat and Mouse Act'
- Under this act women who went on hunger strikes were sent home until their health was better and then re-arrested

The Suffragist

- Newspaper distributed by suffragists
- Has a similar name to the women's campaign group

Liberal Party

- The Party in power during the suffrage movement
- Worried that if property owning women were given the vote they would vote Conservative

Developed and created by
Rachel Blair-King
with the
People's History Museum.

