



**WOMEN'S**

**Suffrage**

# Women's Suffrage - key unit vocabulary



**Mission** - to match up the vocabulary, images and definitions

<b>WSPU</b> <input type="text"/>	<b>Marty</b> <input type="text"/>	<b>Lobby</b> <input type="text"/>	<b>Bill</b> <input type="text"/>	<b>Folly</b> <input type="text"/>	<b>Middle Class</b> <input type="text"/>	<b>MP</b> <input type="text"/>	<b>Hunger Strike</b> <input type="text"/>
<b>Act</b> <input type="text"/>	<b>Victorian</b> <input type="text"/>	<b>Derby</b> <input type="text"/>	<b>Militant</b> <input type="text"/>	<b>Suffrage</b> <input type="text"/>	<b>Democracy</b> <input type="text"/>	<b>Method</b> <input type="text"/>	<b>Pilgrimage</b> <input type="text"/>
<b>Feminism</b> <input type="text"/>	<b>Perish</b> <input type="text"/>	<b>Coffers</b> <input type="text"/>	<b>Agitation</b> <input type="text"/>	<b>Munition</b> <input type="text"/>	<b>Chaperone</b> <input type="text"/>	<b>Oppose</b> <input type="text"/>	<b>Vacuum</b> <input type="text"/>

Words	Definitions	Similar	?
	Women's Social and Political Union		A
	To put pressure on / persuade an elected person such as an MP		B
	A sacred journey - often religious		C
	Law		D
	Idea that women are equal to men	G _____ Equality	E
	Member of British Parliament - in the House of Commons		F
	Money - usually set aside for a specific purpose		G
	Silly - stupid - pointless	D ____	H
	Causing disruption - making trouble		I
	Someone who dies for an important cause		J
	1837 - 1901		K
	System of government - people vote for who they want to rule		L
	Person who accompanies another to look after them	E _____	M
	A proposed law - to be voted on by MPs		N
	To be against something	A ____	O
	A person who is prepared to use violence for a cause		P
	To stop eating - an extreme form of campaign method		Q
	Military equipment - bullets, guns	A _____	R
	Empty space		S
	People on the middle of social hierarchy - not poor, not rich		T
	Die	M _____	U
	A famous horserace held in Epsom - southern England		V
	The right to vote in elections	F _____	W
	A way of achieving something - campaign	T _____	X



# The Victorian Woman - The 'Ideal' v Reality



**Objective** - to understand how Victorian women were expected to behave and consider their position in the social hierarchy.



During the rule of Queen Victoria a woman's place was in the home, as running a home and motherhood were considered by society at large to be a sufficient emotional fulfilment for women.



A man could divorce his wife if he got bored of her - a woman could not divorce her husband if he had an affair with another woman.



Middle class women spent more time with their children. They were more likely to breast-feed, to play with and educate their children, and to incorporate them in the day-to-day life of the home.



*'... her unceasing flow of spirits, extreme activity and diligence, her punctuality, uprightness and remarkable frugality, and a firm reliance on God ... carried her through the severest times with credit and respectability ...'*



A woman who wasn't a mother was labelled a failure or in some way abnormal. A childless single woman was a figure to be pitied and encouraged to find work caring for children - as a nursery maid to help for her 'loss.'



Queen Victoria, represented a kind of femininity which centered on family, motherhood and respectability. Her marriage to Albert represented the ideal. Described as 'the mother of the nation'.



Women's clothes began to mirror women's function. In the 19th century women's fashions became more sexual - the hips, buttocks and breasts were exaggerated with corsets which pinched at the waist and pushed out the breasts.



In the new industrial cities such as Manchester and Glasgow, infant mortality rates were high. Responsibility for the appalling death rate amongst infants was roundly placed on the shoulders of working class mothers.



Middle class women provided help to mothers, improving infant mortality. They lectured poorer women on cleanliness while they had servants to keep their own homes up to the required standard.



Mrs Beeton's *Book of Household Management* was first published in 1861 - it contained advice on how to become the perfect housewife, and make a home that provided a welcoming haven for the man of the house.



A man could beat up his wife if she nagged him. He was also allowed to lock her up if he wanted to. A woman had to have sex with her husband whenever he wanted.



*'Feminists ought to get a good whipping.'*

**Queen Victoria.**



# EVALUATION

## Testing for Reliability

C

### CONTENT

Study **WHAT** the source tells you.  
Consider language used + tone.

O

### ORIGIN

Consider **WHO** created the source.  
Also the **WHERE** + **WHEN**.

P

### PURPOSE

Think about the **WHY** or motive.  
The intended 'audience'?

S

### SUPPORTED

**CORROBORATED** by other sources  
and / or own knowledge?



'I am most anxious to enlist everyone who can speak or write to join in checking this mad, wicked folly of "Women's Rights," with all its attendant horrors, on which her poor feeble sex is bent, forgetting every sense of womanly feelings and propriety. Feminists ought to get a good whipping. Were woman to "unsex" themselves by claiming equality with men, they would become the most hateful, heathen and disgusting of beings and would surely perish without male protection. It's not what they think of me that matters - but what I think of them.'

**Queen Victoria of Britain.**  
**March 1870 - taken from her personal letters and correspondence.**



**Who**, origin of this source: \_\_\_\_\_ their job, role or position: \_\_\_\_\_

2

**Who** is it for / recipient - audience: \_\_\_\_\_

1

**When** the source was made: Year: \_\_\_\_\_ Century: \_\_\_\_\_ BCE  CE  Primary  Secondary  Tertiary

4

**Where** is the person who created the source from ( region / country ) \_\_\_\_\_

1

**What** type of source is it: Letter - Speech - Diary - Other: \_\_\_\_\_

1

**Describe** the content ( what the source says) by summarising in your own words - don't just copy out lines.

- The MAIN point of the source is: \_\_\_\_\_

2

- A sub point of the source is: \_\_\_\_\_

1

- The source also reveals: \_\_\_\_\_

1

- Finally, it tell us : \_\_\_\_\_

1

**Now use the COPS method to evaluate / judge how reliable this source is - Content, Origin, Purpose, Supported**

C O N T E N T	Bias (indicators) Reliable	O R I G I N	Who - Where	When	P U R P O S E	Motive - Reason	S U P P O R T E D	Corroborated
	Opinionated One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Blames / Attacks TYPES LIKE THIS!!!!	Contains facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful Well written	Could the person know things others don't? Has an important job, role or position?  Are they known for being honest or dishonest?  Influenced by their political views, regional or national bias?	<b>Primary / contemporary sources</b> = a good eyewitness may be truthful, <u>but</u> can also be confused or emotional.  <b>Secondary sources</b> - may get changed over time. The person was not there, <u>but</u> they can be written with less emotion + using information not available at the time..		Does the person have a specific reason to lie OR to tell the truth?  Persuasion of intended 'audience' or recipient?  Anything important left out?  Is it propaganda?		Is the information backed up by other sources?  Is the information backed up by your own knowledge?  If it is corroborated, it is more likely to be reliable.

The source content may  may not  be reliable ( e.g. strong language, one sided, opinions OR balanced, uses facts, calm )

\_\_\_\_\_

\_\_\_\_\_

Evidence / quote " \_\_\_\_\_ "

3

The source origin ( who, where, when ) may  may not  make the source reliable because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

The source purpose ( motive - reason - why) may  may not  make the source reliable because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

The source is corroborated  is not corroborated  making it more reliable  less reliable


\_\_\_\_\_

\_\_\_\_\_

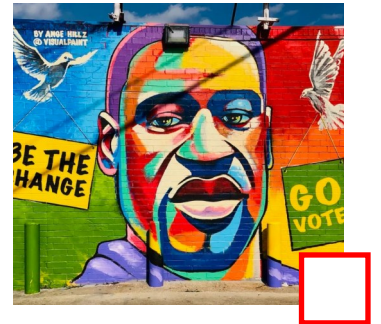
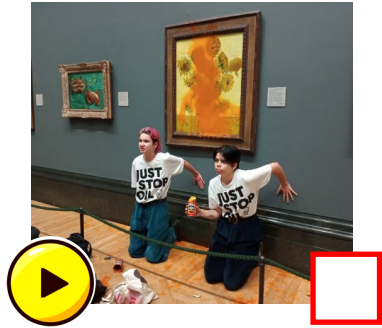
3

1

# Protest Methods - Examples - Pros and Cons?

 **Objective** - to learn about different methods or protest and also evaluate their effectiveness - strengths and weaknesses. Rank 1 - 12?

Anything they all have in common? Key Differences? Any that can be grouped together? Under which headings?





**The following table  
supports the Emily Davison  
PPT activity**



<b>Clue</b>	<b>New Information</b>	<b>Person / Date?</b>	<b>Theory 1 - intention?</b>	<b>Theory 2 - intention?</b>	<b>Significance - Impact?</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					
<b>6</b>					
<b>7</b>					
<b>8</b>					
<b>9</b>					
<b>10</b>					
<b>11</b>					
<b>12</b>					
<b>13</b>					
<b>14</b>					

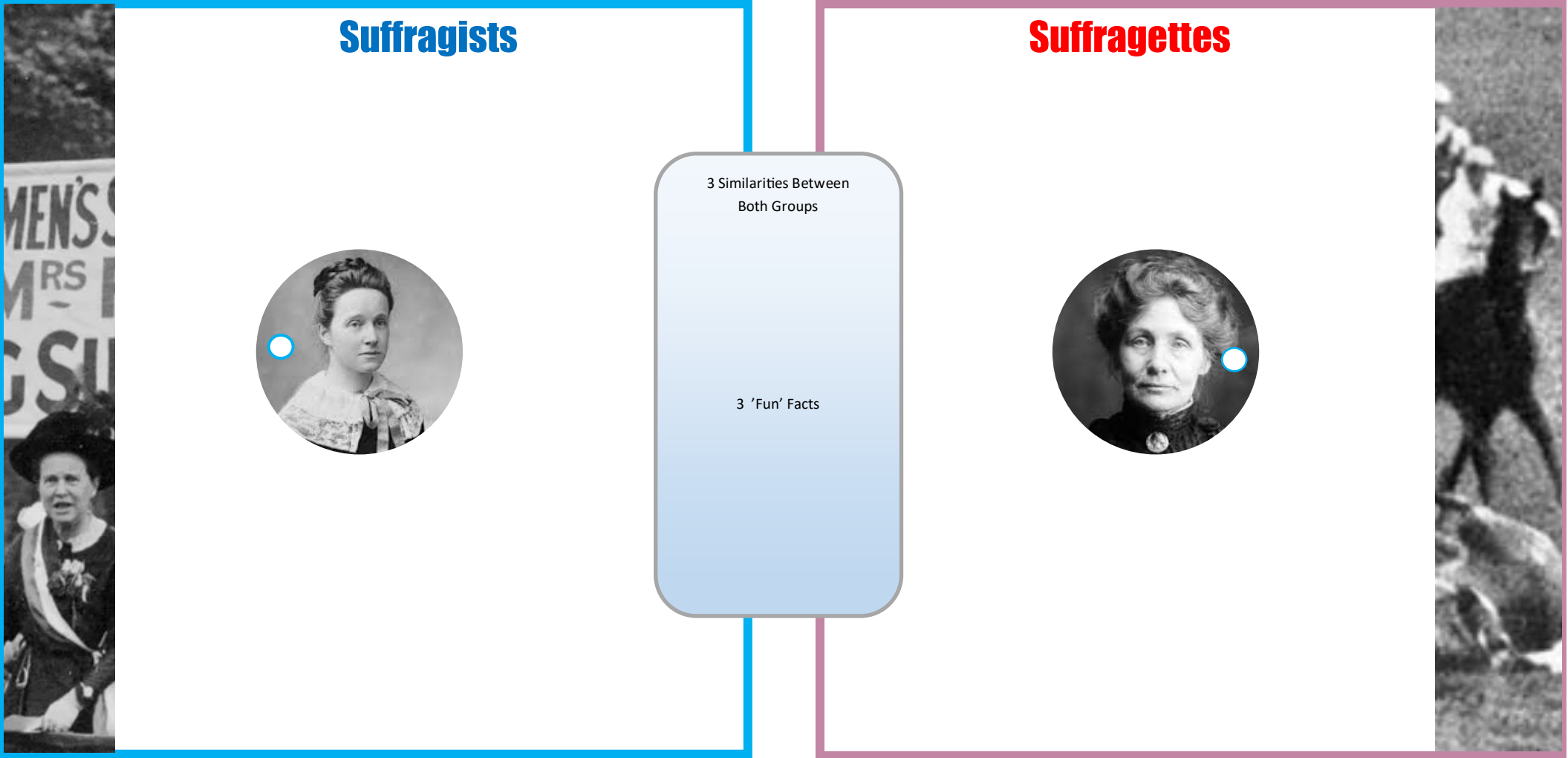


<b>Clue</b>	<b>New Information</b>	<b>Person / Date?</b>	<b>Theory 1 - intention?</b>	<b>Theory 2 - intention?</b>	<b>Significance - Impact?</b>
15					
16					
17					
18					
19					
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21					
22					
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24					
25					
26					
27					
28					

# The Women's Suffrage Movement - 1897 - 1918



**Know** - the similarities and differences of the Suffragists and the Suffragettes + consider = why women got the vote in 1918. ( Page 70 - 74 )



**Millicent Fawcett**

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1897

**Emmeline Pankhurst**

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1903

**Liberal Party Elected**

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1906

**The Cat + Mouse Act**

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**Death of Emily Davison**

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**Women in World War 1**

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1914 - 1918

**Representation of the People Act**

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# The Representation of the People Act - 1918



 **Mission:** to analyse, evaluate and compare historical sources to find out about the Representation of the People Act.

In 1917 the question of granting the vote to women was discussed in the British Parliament. It was agreed by friend and foe (those for and those against women's suffrage) that British women had played and were playing a unique and important part in the war... There was great rejoicing among all sections of women. What a relief to think that once peace was declared abroad peace would be declared at home. The agitation was at last drawing to a close ...On February 6th, 1918, Royal assent was given to the "Representation of the People Act." Women were voters. And so my Suffrage pilgrimage was ended... I left the Movement, financially, as I joined it, penniless. Though I had no money I had reaped a rich harvest of joy, laughter, romance, companionship, and experience that no money can buy.

Annie Kenney, *Memories of a Militant*, Book Extract – Published, 1924.

A

**B** "A woman is not to vote until 30 years of age, though the adult age is 21. A woman is on a property basis when enfranchised. A woman loses both her Parliamentary and local government vote if she or her husband accept Poor Law Relief; her husband retaining his Parliamentary and losing his local government vote if he accepts Poor Law Relief. A woman loses her local government vote if she ceases to live with her husband, ie. if he deserts her, she loses her vote, he retains his. Conscientious Objectors to military service are to be disenfranchised."

**Sylvia Pankhurst's view of the proposed Representation of the People Act. She published a letter in *The Call* newspaper.**

I have seen great days, but this is the greatest. I remember when we started twenty-one years ago, with empty coffers... I never believed that equal votes would come in my lifetime. But when an impossible dream comes true, we must go on to another. The true unity of men and women is one such dream. The end of war, of famine - they are all impossible dreams, but the dream must be dreamed until it takes a spiritual hold.

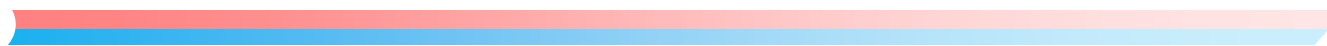
In 1919 the Women's Freedom League held a public meeting to celebrate women over thirty obtaining the vote. One of the speeches was made by 83 year old Charlotte Despard.

C



# Source Skills

I can ... analyse, compare, interpret and evaluate



Q1

What is the main point or message of source A?

Q2

Provide a sub-point or message from source A

Q3

How similar are the MAIN messages from sources B and C? Not similar: somewhat similar: very similar ( Explain answer)

Q4

How similar are the sub-messages from sources B and C? Not similar: somewhat similar: very similar ( Explain answer)

Q5

What is the main message of source D?

Q6

Give an example from source B, C or D that corroborates ( supports ) source A.

Q7

Give an example from source B, C or D that does NOT corroborate ( support ) source A.

Q8

How reliable is source A? Circle a score then explain your reason ( Not Reliable 1 2 3 4 5 6 7 8 9 10 Reliable )

Q9

What are the most important AND / OR most surprising things you learned from these sources?

# FREE SAMPLE RESOURCE

Access the entire icHistory library including many more Women's Suffrage resources using the ...

[icHistory Full Site Pass Discount.](#)

[www.icHistory.com](http://www.icHistory.com)

