

VOTES FOR WOMEN IN THE UK



VOTES FOR WOMEN IN THE UK

Learning objectives:

1. To understand the key events in the UK in the fight to ensure women's rights to vote were embedded in law.
2. To deliberate on the collective impact of people working together to achieve this.
3. To explore and evaluate why some stories from the movement are more well-known than others.
4. To deliberate about the challenges for the future in the UK and globally.

Articles of Human Rights:

Article 3: Everyone has the right to life, liberty and security of person.

Article 5: No one shall be subject to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone everywhere has the right to recognition as a person before the law.

Article 10: Everyone charged with a crime is entitled to a fair and public hearing by an independent and impartial tribunal.

Article 20: Everyone has the right to freedom of peaceful assembly and association.

Article 21: Everyone has a right to take part in the government of their country. The will of the people shall be the basis of the authority of the government.

Key vocabulary:

- Suffragette
- Suffragist
- Advocate/Advocacy
- Petitioners
- Agitators
- Organiser
- Communicator
- Protestors
- Resisters
- Civil disobedience
- Representation
- Militant
- Vandalism
- Collective
- Lobbying

Key people:

- Emmeline Pankhurst
- Christabel Pankhurst
- Millicent Garrett Fawcett
- Annie Kenney
- Princess Sophia Duleep Singh
- Frances Gordon

Additional figures for independent research:

- Sylvia Pankhurst
- Lady Constance Lytton

Session A – Objectives

1. To learn more about historical figures in the UK involved in the **Suffragette** movement.
2. To learn more about the context these women were operating in.
3. To know the general assumptions in the difference between a **suffragette** and **suffragist**.
4. Link the movement to Article 6 of the Universal Declaration of Human Rights.

Activities:

Students are introduced to a source (slide A3) which shows **Emmeline Pankhurst** speaking to a crowd in New York City in 1913.

Teacher invites students to describe what they are seeing and invites students to elicit what is taking place here, when do they think this is happening, what clues are there about the woman's status.

Emmeline Pankhurst's speech from 1913 (Appendix A1) is shared with the teacher inviting students to *explore* what is the purpose of her speech. Make sure students ask questions if there is any language they are unsure about.

Students are then shown a source which shows **Emmeline Pankhurst** being arrested outside **Buckingham Palace** (Slide A4), explains it is the same person but that it is a year on from her speech. Careful questioning *expounds* on the initial thoughts from the students as to what is taking place.

Teacher shares (*informs*) some key facts about **Emmeline Pankhurst** and the context she was operating in (Appendix A2). Clarity is given on the terminology **suffrage**, **suffragists** and **suffragettes** (Slide 5).

Guidance for Delivery:

In introducing the first source, teachers can encourage the students to describe, '*What can you see?*', '*What clues are there that this is in the past?*' The purpose of this is to initiate: eliciting facts, information, observations and inviting speculation.

The speech is built in at this point to introduce some key vocabulary to students before we progress further: teachers knowing their own context may decide to pre-teach some Tier 2 vocabulary that is found in the speech. It is placed at this point rather than later here so that it can be introduced and then returned to when students have more details. It is useful if students underline/circle/highlight words that they want to seek further clarity on.

As students build up their knowledge, we have structured in this manner because of time constraints within the scheme and the wealth of material. Opportunities for structured group talk will be developed later.

It may be useful to elicit a reaction to the description of **suffragists/suffragettes** from UK Parliament website to build in ideas in relation to deliberating about the challenges for the future in the UK and globally for women's rights.

Activities:

Students return to the speech with some guided questions to consider knowing they should be prepared to share their thoughts and elaborate to the group. Slide 6 is intended as a guide.

Exit ticket questions:

What is suffrage?

What is the general meaning of suffragist/suffragette?

What did it originally mean?

Guidance for Delivery:

When students return to the speech, the nature of the group and their skills in group work should be considered as to whether it is an appropriate point to work individually, pairs or groups.

When questioning is undertaken from the teacher in relation to the speech, it is useful to *revoice or rephrase* so that the ideas can be explained clearly and clarified.

Session B – Objectives

1. To firm up the knowledge of the general events of the suffragette movement.
2. To ensure students are familiar with the language used.
3. To explore the techniques the women used in their cause and how they were challenged.
4. To explore whether Article 5 of the **Universal Declaration of Human Rights** was violated in the way the women were treated.

Activities:

Retrieval practice on terminology of suffrage/suffragist/suffragette.

Retrieval practice on the key events of the suffrage movement in the UK.

Using the Resource at Appendix B1 students identify the key strategies that the women used. The video (Slide 8) **Votes for Women: a history of the women's suffrage campaign and its legacy** a LSE can be used as a guide. They also identify other key figures who should be recorded.

Students share their findings about the techniques and methods used giving *reason and evidence* for their choices. Support is given by the teacher to make sure all historical figures have been captured in the students' notes and students know who they are and their involvement.

Students have the opportunity to watch a further video from the BFI which expounds on strategies the women used and how it was captured on film. Students have the opportunity then to go back to their thoughts on the strategies the women used and think specifically about the planning of the events – students begin to deliberate on the hinge question:

To what extent did the change in the women's votes come about because of careful planning from the leaders?

Guidance for Delivery:

Retrieval practice can take the form of quick fire questions and answers or multi-choice questions. The purpose is to start to consolidate the knowledge around the movement so that in later sessions students are able to develop their rhetoric effectively.

The LSE clip is chosen because it gives a chronology, identifies some key historical figures and links it to 'place' in terms of London School of Economics. The Women's collection is extensive at LSE and the video references this alongside identifying that the fight for women's rights is still not finished. This links into later sessions. The BFI clip is chosen as it expands on the thoughts of careful planning and raising awareness.

When students share their findings about the methods used, the teacher should carefully think and prepare how this is shared drawing on best practice in teaching oracy or talk. It aims for the process to be cumulative with all students sharing their findings and expository – explaining, describing, expounding, expanding.

The teacher should be able to interrogate the thoughts – *'where did you see that', 'will you explain that', 'is x right, what do you think'* – which leads to exploratory talk – venturing, speculating, hypothesising – *'do you think this was an effective approach – what makes you think this – was this approach more effective – do you agree with y?'* This is particularly key when students come to deliberate on their thoughts to the hinge question.

Activities:

Students explore some of the anti-suffrage material on Slides 9 - 12 (Appendix B2). Opportunity is given to discuss the resources and to explore the reasons why students feel opponents of women's suffrage felt that way.

Recall the Article of Human Rights from Session 1: Article 6 - Everyone everywhere has the right to recognition as a person before the law.

Q: Were the women being recognised as a person before the law if they weren't allowed to vote?

Introduce the next Article which focuses the second phase of this session: Article 5 - No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Appendix B3 outlines the non-violent protest of hunger strikes, force-feeding and the 'Cat and Mouse Act.' Slide 13 shows a cartoon from UK Parliament which pokes fun at the force feeding.

Questioning now builds into more *exploratory and deliberative* strategies seeking to venture, speculate, probe, clarify, reason, defend, justify.

Q - Out of all the methods the suffrage movement used, where does hunger strike fit in?

Q - It wasn't a planned method, it was a single person who chose to do this, do you think it added value to the campaign for Women's Votes?

Q- If the Universal Declaration of Human Rights had been written in 1913, would Article 5 have been violated? In what ways?

Q - What alternative options could the authorities have taken rather than force feeding?

Guidance for Delivery:

It is important in this phase of the session that there is a *reciprocal and supportive* nature within the group. It is entirely possible that if the nature of the talk is not managed effectively that it could be used to pass comments that may belittle or hurt others. We are moving onto debating an issue so it needs to be *deliberative* - discussion and seeking to resolve different points of view so important students give reasons or evidence for what they claim, are prepared to challenge but also say why and be prepared to modify in the light of others' questions/comments. Teachers will know their groups best and so some may choose to develop as a formal debate, others using a more focused approach of question and answers. Teachers may decide the best way to get in depth reasons that students write before they speak. The focus however is talk and oracy and therefore teachers should aim to develop this before moving onto Article 5.

It may be useful before moving on to Article 5 to undertake some recall activities which links back to Emmeline Pankhurst's speech and the methods used by the suffragists and suffragettes so that we know their make sure their vocabulary and understanding is secure.

Session C – Objectives

1. To learn more about the lesser-told stories in the right for Women's Votes in the UK.
2. To opine as to why these stories have not dominated the narrative in the ways that the Pankhursts have.
3. Article 6: Everyone everywhere has the right to recognition as a person before the law.

Activities:

Retrieval practice on what has been learnt so far over the previous sessions making sure that students are able to identify key historical figures so far.

Refer back to the BFI video with the still on Slide 15. Check for any prior knowledge about “General” Drummond and Miss Kenney. Share the statue of Emmeline Pankhurst on Slide 16 and then the picture of Annie Kenney on Slide 17. Two women both from Lancashire and from different backgrounds.

With the group read the transcript of Annie Kenney's speech in 1913 (Appendix C1)

As individuals/pairs or as a group, identify the methods Annie Kenney is urging people to use to gain the vote. Return back to the work undertaken with Emmeline Pankhurst's speech.

What are the similarities and differences in the speech?

What are the similarities and differences in the two women?

Students are encouraged to opine why we know more about Emmeline Pankhurst than we do Annie Kenney.

Guidance for Delivery:

Important to keep building on students' knowledge and checking they have the understanding of key events, chronology, personnel within the movement.

With the discussion on Annie Kenney it may be useful for the teacher/facilitator to be familiar with the way the working class were represented within the Women's Movement for Votes. Appendix One is a PDF which provides background reading.

When deciding the make-up of the activities, the teacher should make decisions about whether the activity works better as individuals, pairs or groups. Whatever decision is made it is important to make sure that if in groups it is productive talk which is then built on using effective questioning with students and as a class. We are moving towards *evaluative talk* and building on the previous sessions. Important that the teacher models disagreement and/or asks for clarification.

Activities:

Slide 18 is an image of Princess Sophia Duleep Singh.

Students are encouraged to hypothesise further about why we know more about Emmeline Pankhurst than we do Princess Sophia Duleep Singh. Slide 19 shows women marching in 1911. This is compared to Slide 20 which shows a more typical image that we associate with the Women's Movement.

The next phase in the session highlights the suffrage movements in Wales, Scotland, Northern Ireland and Republic of Ireland. The slides 21-23 cover these areas. Students should explore these with the question throughout being, "*Why are these stories largely untold?*"

Exit question:

Have all the individuals involved in the movement received equitable recognition in the story of Women's Right to Vote?

Do you know more than you did before?

Guidance for Delivery:

It is useful around this time to introduce the concept of intersectionality although the focus of these resources are on the women's votes.

The focus on Princess Sophia Duleep Singh and the movements in Wales, Scotland, Northern Ireland and Republic of Ireland are not covered in detail. The purpose of their inclusion is to highlight lesser told stories and to ensure that students recognise there is more to the Women's Movement than the story of the suffragettes and the Pankhursts. The aim is to demonstrate that it is a movement rather than an individual. Teachers may feel that each of these areas require more detail which is where the agency of teachers making decisions is important. Similarly, teachers may feel that there is too much detail within this session and should judge accordingly as to how much material should be used or if it should be divided up.

Exit question is for the teacher to discover what students have understood and gained from the session. It is a simple yes/no answer.

Session D – Objectives

1. To bring together the knowledge of the previous sessions and develop a speech that identifies the key methods of action the suffrage movement used and the power of their actions.
2. To identify within their speech where the Articles of Human Rights would have been violated if they had been in place at the time of the Votes for Women campaigns in the UK.

Activities:

Recap the two articles of Human Rights discussed previously and explore the remaining articles linked to this scheme of learning (Slide 25).

Through careful debate, students identify if any of the articles would have been violated and are prompted to give reasons why with evidence from their learning from previous sessions.

- Retrieval practice on the methods used by the suffragists/suffragettes.
- Retrieval practice on the vocabulary involved in the previous sessions.

Introduce the quote from **Emmeline Pankhurst** “... *in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to do something. The great thing is to see that no more damage is done than is absolutely necessary...*” (slide 26)

Students are to write a speech arguing either in support or against **Emmeline Pankhurst's** opinion. They are to draw in their knowledge from previous sessions, referring to the methods used and highlight where Human Rights have been violated or not. Their audience would be members of parliament.

Guidance for Delivery:

Important in the first part of this session to make sure students have all the knowledge that helps them write their speech.

The teacher should ensure that the students are clear about the criteria they should include in their speech. There are aspects of presentation in their *rhetoric* which can be drawn upon in terms of the proof they use, the arrangement, style (grand) and delivery (voice, gesture, pose) but the delivery is not the main purpose of this activity unless this is something that has been developed over time with the class.

Session E – Objectives

1. To understand the impact of the National Union of Women Suffrage Societies in bringing about a change in the law.
2. To explore the differences between the NUWSS and Women's Social and Political Union.
3. To recognise the complexities in the fight for women's vote.
4. Article 3 & 20

Activities

The short video from Channel 4 news gives an insight into the different tactics employed by the NUWSS and the WSPU. It gives a more nuanced view of how the votes were achieved for women.

<https://www.youtube.com/watch?v=pw0IAFihVfA> T

Slide 28 gives some facts about the actions used by the WSPU that might be classed as terrorism today. Slide 29 highlights key facts about Millicent Garrett Fawcett.

Elicit responses to the video and the slide through encouraging dialogue around some curious questions – *which was more effective, the militant campaign or the peaceful protest?*

Were both campaigns inter-dependent on each other – why? Did the militant action take away the right to peaceful protest?

Which wins out – 'deeds, not words' or negotiation? Is it down to a small group of charismatic individuals to bring about change?

Slide 30– highlights how we can bring about change today. It highlights the importance of planning.

Q – what was the unifying change that all the women's suffrage groups wanted? Did that add more power?

Knowledge/fact check on what has been learnt up to this point over all the sessions.

Guidance for delivery

When highlighting some of the actions by the WSPU, keep drawing back to Article 3 of the Universal Declaration of Human Rights – did their actions violate Article 3. This should help to manage the conversation within a framework.

The questioning around the video and the slide should be more in depth than those in previous sessions, this is because the ability to participate in this has been built up over the sessions. In terms of oracy/talk we are looking at *deliberative and evaluative* talk which has been practised in earlier sessions. It may be useful for teachers to plan this carefully so that superficial and surface comments are expounded upon. This can be done through rephrasing, revoicing, clarifying, asking other students to extend other's answers, questioning assertions and seeking evidence for their answers.

Session F – Objectives

1. To identify if barriers still exist that may impact women's ability to vote within the UK.
2. To identify the barriers still facing women across the world in voting.
3. To re-evaluate, if necessary, their opinion for or against the statement from Emmeline Pankhurst that “...*in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to do something. The great thing is to see that no more damage is done than is absolutely necessary...*”

Activities

Students are given the opportunity to read an article from the Guardian on the introduction to Voter ID. The link is below:

<https://www.theguardian.com/commentisfree/2023/apr/18/voter-id-poor-marginalised-publicity>

Students are also given the opportunity to read guidance from the Muslim Council of Britain:

<https://mcb.org.uk/local-elections-2023-voter-id-and-face-coverings/>

Alongside a piece from the Associated Press

<https://apnews.com/article/britain-voter-id-law-election-f37dd97f35c9b1cf815ccc87f2a8e016>

Hinge question – *are there any lessons to be learned from the Votes for Women Movement that might be relevant today?*

Teacher shares the link that demonstrates voting rights across the world:

<https://www.historic-newspapers.co.uk/womens-suffrage-timeline/>

Guidance for delivery

Students will need access to internet for this session. As resources become updated on websites, teachers should check that these links are still live.

The Guardian gives a view that photo ID could potentially provide barriers; the Muslim Council of Britain demonstrates how women can vote if they wear a face veil and what to expect; the Associated Press suggests that some people were disenfranchised in the UK when voting in 2023.

Teachers may choose to provide access to their groups in a manner that is more appropriate for their context and access to resources. It may be that the salient points from the articles are synthesised to reduce the reading load on students.

The hinge question here might need some *probing* or be *rephrased* in such a way that elicits more thought. It is a hinge question because it takes us to the wider point about votes for women internationally. It might be that students do not believe there are any lessons to be learned – that too in itself is fine – but teachers should probe so that they are clear the students are giving evidence for their reasons.

Activities

Slide 29 provides some barriers that may still exist for women across the world. Curious question: what would you do to remove these barriers? Is there anything that can still be learnt from the Votes for Women movement?

Students go back to their speeches to update them with the information they have gained in Session E. They should be able to articulate what actions, if any, they would take to make sure that the right to vote for women is not marginalised.

Question – *Were these women involved in suffrage Speaking Truth to Power? How did they do this?*

What did they put at risk to achieve this? Was it worth speaking truth to power?

Further development:

Work could be undertaken in the *delivery* of the speeches with practice undertaken in relation to voice, gesture, pose.

Students can take the knowledge from the actions of lobbying, petitioning and advocacy to plan for drawing attention to a cause they believe is in relation to Women's Votes in the UK or in their locality. Guidance on this is found in the scheme of learning: Creating a positive change.

Guidance for delivery

The curious question aims to encourage students to think about Human Rights in their own context and be vigilant to where they see them not being met.

The final redrafting of their speeches is important because it demonstrates the importance of planning and revisiting ideas to demonstrate how ideas are adapted and changed over time.

The final series of questions can be developed into a wider session. It is important that we come back to the purpose of the Human Rights work and Speaking Truth to Power.

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Bibliography and Research

Books

Great Women's Speeches: Empowering Voices that Engage and Inspire Anna Russell, White Lion Publishing, 2019

Speeches that Changed the World Quercus 2016
Difficult Women: A History of Feminism in 11 Fights Helen Lewis, Vintage 2021

A Dialogic Teaching Companion Robin Alexander, Routledge 2020

How to Resist: Turn Protest to Power Matthew Bolton, Bloomsbury 2017

Trivium 21C: Preparing Young People for the Future with Lessons from the Past Martin Robinson, Independent Thinking Press 2013

Web Links

1. <https://www.thehistorypress.co.uk/>
<https://www.nrscotland.gov.uk/research/learning/features/malicious-mischief-womens-suffrage-in-scotland>
2. <https://votingcounts.org.uk/suffrage-movement>
3. <https://www.nidirect.gov.uk/articles/suffrage>
4. <https://www.parliament.uk/>
5. <https://www.lse.ac.uk/library/collection-highlights/the-womens-library>
6. <https://www.bl.uk/>
7. <https://www.museumoflondon.org.uk/discover/six-things-you-didnt-know-about-suffragette-hunger-strikes>
8. <https://academic.oup.com/tcbh/article/30/4/477/5569516>
9. <https://museum.wales/articles/1897/Here-comes-the-Devil-Welsh-Suffrage-and-the-Suffragettes/>
10. <https://www.historyireland.com/irish-suffragettes-at-the-time-of-the-home-rule-crisis/>
11. <https://senedd.wales/>
12. <https://www.oxforddnb.com/>

VOTES FOR WOMEN

Scope of Work

Scope of Content

This scheme of learning is designed to be used as a tool to:

1. To understand the key events in the UK in the fight to ensure women's rights to vote were embedded in law.
2. To deliberate on the collective impact of people working together to achieve this.
3. To explore and evaluate why some stories from the movement are more well-known than others.
4. To deliberate about the challenges for the future in the UK and globally.

Scheme of Learning

The Scheme of Learning does not intend to be a fully comprehensive study of the **Votes for Women UK** movement. It draws on some key, well-known historical figures and other less well known ones. It cannot go into full detail about each of the individuals and indeed does not stray into some of the flaws of the individuals involved, but it does provide enough knowledge for pupils to be able to identify key actions that were used that are applicable today.

It poses questions about some of the tactics used and seeks to draw back to Article 3 that "*Everyone*

has the right to life, liberty and security of person" when exploring some of the militant aspects of the suffragette actions.

It does over the first few sessions provide knowledge to pupils – this is because for pupils to be able to deliberate and evaluate they need the evidence or logic behind their thoughts. It is focused on 'talk' although pupils are expected to write a speech which is redrafted over the sessions. The talk supports the writing as well as being a vehicle for learning.

It has been constructed to build up chronologically and the bibliography and research identifies the way the Scheme of Learning has been designed. It does not refer to specific Key Stages or Curriculum Content because each of the devolved nations have their own curriculum for schools. It doesn't assume any prior knowledge and therefore teachers may adapt based on how much pupils will know – for example, in England, pupils should have studied **Emily Wilding Davison** at Key Stage 2. It also assumes a point where talk is not a focus of the curriculum and therefore can be quite explicit in its direction. A useful example of how talk can be developed is included in its guidance for delivery on the right hand side of the scheme of learning.

There is no expectation that the guidance for delivery should be followed but is evidence informed in its approach.

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Guidance for developing accountable talk

From EEF improving literacy in secondary schools

Effective ways of promoting high quality talk might include:

- Teachers modelling what effective talk sounds like in their subjects. This includes using subject specific language and vocabulary, explicitly introducing the ways of reasoning that matter within their discipline, and the ways in which experts use meta-cognitive talk.
- Deliberately sequencing talk activities alongside reading and writing tasks to give students opportunities to practise using new vocabulary, develop ideas before writing, or discuss ways to overcome common challenges (*‘tell your partner what to do if they get stuck’*).
- Using sentence starters and prompts to help students to structure and extend their responses. For example, starters such as *‘my claim is based on the fact that...’* can help students link to evidence, while a shorthand like ABCQ (Agree, Build, Challenge, Question) sets out different ways to contribute to a discussion. Teachers can prompt students to extend their answers with questions, e.g. *‘Can you use ‘moreover’ to link to a second piece of evidence?’*
- Selecting questions that are open-ended, well-suited to discussion and allow opportunity for authentic student response rather than direct replication of teaching: for example, where there are several plausible answers and where students’ own views might develop.
- Setting goals and roles, particularly for small group discussions. By ensuring students have a clear goal—for example, a question to answer—it is more likely that talk will be focused and that students fully participate. It can also be beneficial to assign roles, such as summariser or questioner, though as students become more used to routines, it may not be necessary to make roles explicit.
- Using wait time to develop students’ responses, by leaving a pause after they have first given an answer, which gives them a chance to re-frame, extend, or justify their reasoning.
- Giving precise feedback relating to different elements of accountability. For example, in addition to praising a student’s use of evidence, teachers might praise the way in which students follow the norms of discussion, for example, by naming classmates or linking new contributions explicitly to previous points. Students can also be trained to provide peer feedback during talk activities, for example, related to the use of new vocabulary.

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APPENDIX A1

Freedom or death

I do not come here as an advocate, because whatever position the suffrage movement may occupy in the United States of America, in England it has passed beyond the realm of advocacy and it has entered into the sphere of practical politics. It has become the subject of revolution and civil war, and so tonight I am not here to advocate woman suffrage. American suffragists can do that very well for themselves.

I am here as a soldier who has temporarily left the field of battle in order to explain – it seems strange it should have to be explained – what civil war is like when civil war is waged by women.... I am here as a person, who, according to the law courts of my country, it has been decided, is of no value to the community at all: and I am adjudged because of my life to be a dangerous person, under sentence of penal servitude in a convict prison.....

.....It is about eight years since the word militant was first used to describe what we were doing. It was not militant at all, except that it provoked militancy on the part of those who were opposed to it. When women asked questions in political meetings and failed to get answers, they were not doing anything militant. In Great Britain it is a custom, a time-honoured one, to ask questions of candidates for parliament and ask questions of members of the government. No man was ever put out of a public meeting for asking a question. The first people who were put out of

a political meeting for asking questions, were women; they were brutally ill-used; they found themselves in jail before 24 hours had expired....
....*“Put them in prison,”* they said, *“that will stop it.”*
But it didn't stop it at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were 300 women at a time, who had not broken a single law, only *“made a nuisance of themselves”* as the politicians say....

.....They have said to us, government rests upon force, the women haven't force, so they must submit. Well, we are showing them that government does not rest upon force at all: it rests upon consent. As long as women consent to be unjustly governed, they can be, but directly women say: *“We withhold our consent, we will not be governed any longer so long as that government is unjust.”*
Not by the forces of civil war can you govern the very weakest woman. You can kill that woman, but she escapes you then; you cannot govern her. No power on earth can govern a human being, however feeble, who withholds his or her consent.

...When they put us in prison at first, simply for taking petitions, we submitted; we allowed them to dress us in prison clothes; we allowed them to put us in solitary confinement; we allowed them to put us amongst the most degraded of criminals; we learned of some of the appalling evils of our so-called civilisation that we could not have learned in any other way. It was

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Appendix

APPENDIX A1 Continued...

valuable experience, and we were glad to get it.

..... Now, I want to say to you who think women cannot succeed, we have brought the government of England to this position, that it has to face this alternative: either women are to be killed or women are to have the vote. I ask American men in this meeting, what would you say if in your State you were faced with that alternative, that you must either kill them or give them their citizenship? Well, there is only one answer to that alternative, there is only one way out - you must give those women the vote.

Emmeline Pankhurst, New York City, 1913

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APPENDIX A2

The campaign for **British Women's Right to Vote** made its impact felt in the first two decades of the 20th century.

Prior to this point there had been petitions – a male MP, **Henry Hunt**, presented a petition to Parliament from a woman called **Mary Smith** from Yorkshire who stated that she paid taxes and was subject to the rule of law and so did not see why she could not vote. This was in 1832.

In 1866, **John Stuart Mill MP**, brought a petition to Parliament which was signed by 1499 people in less than three weeks and collected by **Emily Davies** and **Elizabeth Garrett**. Emily Davies was an early feminist and campaigner for women's rights. **Elizabeth Garrett** was the first woman to gain a medical qualification in Britain as well as being the co-founder of the first hospital to be staffed by women.

This petition were not asking for votes for all women but for all householders, regardless of sex, to have the right to vote.

The petition was printed into a pamphlet and sent to weekly newspapers and MPs.

The **National Union of Women's Suffrage Societies** was formed to bring together all the different groups across the UK and **Millicent Garrett Fawcett** was made its president in 1907. **Millicent** was the sister of **Elizabeth Garrett**.

Before 1912 the suffrage campaign tended to use methods such as chaining themselves to railings and disturbing the peace.

In 1903 **Emmeline Pankhurst** began the influential **Women's Social and Political Union (WSPU)** with her daughter, **Christabel**. Their motto was *'deeds not words'*.

In 1910 a hundred supporters led by **Emmeline** and brutally treated by police on **'Black Friday'** after protesting at the **House of Commons** about the dropping of a bill which would have advanced their cause.

As the protests intensified, the women turned to more 'militant' methods including attacks on property, from setting fire to post boxes to breaking the prime minister's windows.

The women when jailed began hunger strikes which led to the so called **'Cat and Mouse'** Act where women were let out of prison to gain their health and then be re-arrested again.

One of the most famous incidents of the suffragette movement was when **Emily Wilding Davison** died at Derby Day under the King's Horse in 1913. It is debated whether she threw herself under the horse or tried to grab its bridle.

When the war started in 1914, suffragette action was paused although **Millicent Garrett Fawcett** continued to petition parliament.

In 1918 The Representation of People's Act was passed. It didn't give universal suffrage but for women over 30 who had a property qualification, or were married to a man who had a property qualification or had a degree.

In 1928 the Equal Franchise Act was passed and that was when women got equal rights with men.

VOTES FOR WOMEN

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APPENDIX B1

ORGANISING – Building a team or alliance. Finding people who believe in your cause or might be persuaded.

LISTENING – Listening to issues that make people feel powerless. Find out what they want to achieve.

PLANNING – Deciding who you can have influence over. Who do you need to get on your side. Identifying those people and getting them on your side.

PLANNING – Building a team of people who can support you.

DEMONSTRATION – bringing people together in a large meeting that draws public notice.

PETITIONING – presenting a petition to people in power in respect of a particular cause.

PICKETING – a person or group of people who stand outside a work place or venue as a protest to persuade others not to go in or to raise awareness.

RAISING AWARENESS – through speeches, media, letter writing.

VANDALISM – destroying property to draw attention to a cause

CIVIL DISOBEDIENCE – refusing to obey the demands or commands of a government without resorting to violence.

ADVOCACY – getting support from another person to help express your views and wishes and helping you to stand up for your rights.

MILITANCY – using confrontational or violent methods in support of a political or social cause.

AGITATION – trying to make people take part in protests and political activities, especially ones that cause trouble.

LOBBYING – Trying to make the case for a particular policy, cause or group directly to a government minister or a member of the House with the aim of influencing their decision.

NEGOTIATION – Working with those in power to find a compromise.

VOTES FOR WOMEN Appendix

APPENDIX B2

Anti-suffragists

There was wide spread support for anti-suffragism in the early 20th century. However, we often only hear about the success of the movement. It wasn't just men who were against the suffrage movement for women – there were also women who actively campaigned against votes for women. These included the author **Mary Ward (known as Mrs Humphrey Ward)** who led the **Women's National Anti-Suffrage League** from 1908.

This organisation merged with the Men's League for Opposing Women's Suffrage in 1910, to form the **National League for Opposing Woman Suffrage**. Among its Presidents was the politician **Lord Curzon**.

The British Library suggests that in many ways the suffrage and anti-suffrage movements were interdependent, reacting to each other and causing actions and reactions. Many people thought that valuable gender differences would be diluted too much if women got the vote. They felt that it could subvert the role in the home and some people believed that women did not have '*calmness of temperament*' or '*balance of mind*'.

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APPENDIX B3

As a result of their activism, suffragettes were often imprisoned. In 1909, **Marion Wallace-Dunlop** was the first suffragette to go on hunger strike. It was not a planned event. She went on hunger-strike because she was sent to Holloway Prison, London for damaging the stonework of the **House of Commons**. She was classified as a criminal prisoner and not a “first division” political prisoner.

She did not eat for 91 hours and was released because the authorities thought she might die. In September 1909 three other suffragettes were sentenced to two weeks prison in Winson Green prison, Birmingham for disrupting a meeting attended by the Prime Minister. They immediately decided to go on hunger-strike.

The authorities responded to hunger striking suffragettes with force feeding, a dangerous and humiliating ordeal, which provided the suffragettes with powerful propaganda.

The Museum of London describes forcible-feeding as such: *“This involved prison warders, wardresses and medical staff restraining the prisoner while forcing a rubber tube into their mouth or nose. Mixtures of milk, eggs or other liquid foods were poured into the stomach. Struggling suffragettes could suffer broken teeth, bleeding, vomiting and choking as food was poured into the lungs.”*

Emmeline Pankhurst drew attention to the practice and issued graphic illustrations and

descriptions of women struggling whilst a tube was forced down their throat or up their nose. The practise of force feeding was unpopular with the public, and eventually the government sought to deal with hunger striking suffragettes with the Prisoners’ Temporary Discharge for Ill-Health Act, commonly known as the Cat and Mouse Act. This allowed for the release of women made dangerously ill by hunger striking. They were required to return to prison once their health had improved, beginning the process once again.

The leadership of the **Women’s Social and Political Union** gave Suffragette prisoners a range of military-style medals when they were released which represented periods of hunger strike and force-feeding.

Emmeline Pankhurst was never force-fed by the authorities. It was regarded as too controversial on someone as high-profile as she was. In April 1913 **Emmeline Pankhurst** was imprisoned for three years for inciting another person to place an explosive on a building. She went on hunger strike and was released in the Cat and Mouse Act until it was decided not to re-arrest her. In November 1913 she spoke in New York with her Freedom or Death speech.

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APPENDIX C1

Miss A. Kenney [-] opened her speech by referring to the Labour Conference, and made an attack on the Labour Party. Continuing she said, "They have not promised any more than what Mr. Balfour promised in 1907. We demand that the Labour Party shall vote against the Government, not on the Franchise Bill alone, but on every question that comes up in the House of Commons, until they have voted them out of Office. This is our campaign:- We have got to turn the Government out. At every street corner and place where we have public meeting we must instil into the minds of the public that unless the Government gives way, and bring in a Bill to enfranchise women, we must make everyone talk of turning the Government out. We have got to have it ringing in the minds of everyone in the country - Turn the Government out! Turn the Government out!

"What have we to do? We have got to fight on. I should like to see a sandwich board going all over London, and on the top marked, 'Wanted some good window smashers'. That is what we want. You know that every woman ought never to go out without a hammer in her pocket, and never to go out, at least without touching one pillar box. You, who cannot break windows, for goodness sake get on with something else. Everyone can do a pillar box, for you must remember that that is the one thing that touches the pockets of the people. How do they know their letters are going to be destroyed? They don't know when their pillar box is going to

be attacked, therefore, it is the duty of every Suffragist and Suffragette to go on attacking every pillar box throughout the country, and breaking every window they can without being caught. What we have to do is, we have not to say 'Oh, only 50 arrests!', but, 'thank goodness only 50 of them caught!', and here we are thousands of us. Don't let us be too keen on getting arrested, but get off if we can, and do some more damage. It is no good women thinking of other people doing it. It is your duty, every woman in this audience not only to sympathise with militancy, it is your duty to create such a situation, that unless you all take your part in creating that situation, that situation will not be created. [...]

Women of our union, 'Let us make London absolutely unbearable for the average citizen, until the average citizen along with the shopkeepers will go on a deputation and fill Charing Cross to Palace Yard with people, to tell the Government that women shall have the vote at once. We can easily do it. Come out in numbers. So when you go home to-night think of what scheme you can do, and go and do it; lose no time, but get on with your business. It will have more effect on the men in the street than any public meeting you can hold. We have got to hold meetings, but the only thing you have got to be is militant! Militant! And more militant!!!'

Annie Kenny, London, January 1913