**C2 Britain, c1860-1930. The Changing Position of Women and the Suffrage Question.**

**KQ2 Women’s changing role within the political system: Participation in local government, origins and impact of the suffragist and suffragette campaigns.**



* **In a Nutshell**: Women’s changing role within the political system
* **Key developments and conceptual understanding** : Participation in local government, origins and impact of the suffragist and suffragette campaigns.
* **Thinking about viewpoints** : Exploring and analysing evidence and interpretations.
* **Cracking the Puzzle** – preparing for assessment?

**Activity 1 – Intriguing images**

You will be given a collection of images. You will be asked to examine these images in groups. For each consider what is in the image, what you can infer from it about the women’s suffrage campaign and what it does not reveal.

**Activity 2 – Defining moment**

i)Before we study the campaign for the enfranchisement of women, it is important that we identify the key arguments for and against the enfranchisement of women.

Use pages11-25 of Bartley to complete the two A3 tables.

ii) Try designing symbols or search for images to represent each of the arguments for and against giving women the vote.

**Activity 3-On your marks…..**

As you work through this unit plot extent of success of the Women’s Suffrage Movement onto your copy of the living graph. You will need to plot several lines:

* Overall strength of the Suffrage Movement 1850-1896
* The extent of achievements/strengths of the Suffragists (NUWSS)
* The extent of achievements/strengths of the Suffragettes (WSPU)

**(II)Dramatic episodes in the spotlight: Depth studies illustrating the nature of public life of women**

Students should know about

* Women’s increasing involvement in local government by serving on school boards 1870 and Poor Law boards of guardians 1875 and voting for new county and county borough councils 1888.
* Why women were excluded from national elections.
* The suffragist campaigns and about the importance of Lydia Becker and Millicent Fawcett (NUWSS).
* The origins of the suffragettes and the importance of the Pankhursts, Pethick Lawrences and Annie Kenny (WSPU)
* The differences between the campaigns run by the two organisations and the reasons for those differences.

**Activity 3 –Degree of involvement in public life in the 19th Century**

You need to know about; Women’s increasing involvement in local government by serving on school boards 1870 and Poor Law boards of guardians 1875 and voting for new county and county borough councils 1888. Use Bartley p.6-8

|  |  |
| --- | --- |
| **Involvement in public life and politics****c1860-1890.** | **The way in which these developments affected women.** |
| **Participation****in school boards**  | In 1870… |
| **Participation in Poor Law administration.**  | In1875… |
| **Involvement in** **Political parties.** | In the Liberal PartyIn the Labour PartyIn the Conservative Party |
| **Involvement in local government** | In 1869In 1907 |
| **The Isle of Man** |  |

**Activity 4 –How effective was the women’s suffrage movement 1860-1896?**

You need to know about the origin of the suffragist campaign.

We can respond to this question by analysing the following areas:

* Extent of publicity for the campaign, 1860-1896
* Extent of the development of an organised suffrage movement 1860-1896
* Extent of acknowledgement by the political system 1860-1896

Use the text boxes on the sheet provided to complete the following tables, providing evidence by which we can analyse each area

|  |  |
| --- | --- |
| How effective was the women’s suffrage movement 1860-1896? (i)Extent of publicity for the campaign,  |  |
| Evidence of growing positive publicity | Evidence of limitations to publicity or negative publicity |
|  |  |

|  |  |
| --- | --- |
| How effective was the women’s suffrage movement 1860-1896? (ii)Extent of the development of an organised suffrage movement  |  |
| Evidence of the development of an organised suffrage movement  | Evidence of limitations to an organised suffrage movement  |
|  |  |

|  |  |
| --- | --- |
| How effective was the women’s suffrage movement 1860-1896? (iii)Extent of the acknowledgement by the political system  |  |
| Evidence of acknowledgement by the political system | Evidence of limitations to the acknowledgement by the political system |
|  |  |

**Activity 5 – plotting progress**

Use your work from Activity 4 to plot the extent of progress for the movement 1850-1886 on the first part of your living graph.

**Activity 6 – The contribution of key figures**

Summarise the roles of individuals onto your Key Figures in the Suffrage Campaign 1860-1896 sheet.

a)The contribution of Lydia Becker -Use notes from Activity 4 & Collier, page 52

b)The contribution of John Stuart Mill-Use notes from Activity 4 & Collier, page 50

c)The contribution of Helen Taylor -Use notes from Activity 4 & Bartley p.33,34,35,37

d)The contribution of Barbara Bodichon -Use notes from Activity 4 & Bartley, p.33,34,38,50 Complete for others using Bartley

**Activity 7 - The Suffragist Campaign(NUWSS).**

Use page 52, 76 & page refs from Bartley to record key features of the organisation.

|  |  |
| --- | --- |
| The National Union of Women’s Suffrage Societies |  |
| Origins  | In 1897….(p37) |
| Leadership  | Millicent Fawcett..(p38-9) By 1909 it employed…(p38) |
| Structure  | At first the NUWSS was a federation of the 17 largest local societies. It co-ordinated the work of local societies, but had no power over them and no funds of its own. It was primarily a liaison committee linking parliament and the societies.In 1907 it adopted…..(p38) The conflict over the apparent dominance of the Executive by mainly Conservative, LSWS members, was challenged and, at the 1910 council meeting, a more decentralised structure, with regional federations, was adopted despite objections from the Exec. |
| Membership | Religion-A number of suffragists came from Non-Conformist…(p37)Class- membership was socially mixed….nevertheless..…(p38)At leadership level….At grass roots level…….(p50)Region – The NUWSS had active branches…(p49)Size –By 1909it had….(p38) By 1914 there were…(p39) |
| Aims | Its sole purpose was to secure votes for women on the same terms as men.. However, this was at odds with the interests of many Suffragists, who were involved in a range of social campaigns on the position of women.  |
| Divisions | There were certain tensions between…..The LCWT…(p38) |
| Relationship with political parties | Although the NUWSS claimed….(p37)Until the landslide Liberal victory of 1906…(p63-4)By 1910 the patience…(p64)From 1912….(p64) |
| Methods | They favoured moral forceMeetings: They raised the question at….(p57) In 1908 Millicent Fawcett..(p59)Demonstrations: In February 1907…(p59)Propaganda: They produced leaflets and posters throughout the period. The Common Cause was the NUWSS newspaper from 1909.Persuading Parliament: It was common practice for the NUWSS to canvass…(p63) In the 1910 General Election…(p63) Census Resistance: They endorsed…(p69) |
| Achievements | By the war in 1914…(p38-9). However, the emphasis on internal politics….(p49) |

**Activity 8 – The contribution of key figures**

Summarise the roles of individuals onto your Key Figures in the NUWSS sheet.

a)The contribution of Millicent Garrett Fawcett -Use notes from Activity 7, Collier, page 47 & Bartley page 39

b)The contribution of Lady Balfour –Internet research

c) The contribution of Helena Swanwick – Internet research

d) The contribution of Caroline Osler – Bartley p37

Complete for others using Bartley

**Activity 9 The Suffragette Campaign(WSPU)**

Use page 52, 76 & page refs from Bartley to record key features of the organisation.

|  |  |
| --- | --- |
| The Women’s Social and Political Union |  |
| Origins  | Frustrated at the slow pace of the existing movement, the WSPU was founded in 1903….(p40)  |
| Leadership  | Initially it favoured….Neither Christabel nor Emmeline…..However, soon they took clear control. Their leadership style…(p41-2) |
| Structure(Collier p.63)  | It had an undemocratic structure. From 1906 policies…(p40) A subcommittee…(p40) Members….(p40) Although the London-based WSPU was undemocratic, the provincial branches…(p41) The East London Federation of Suffragettes…(p42) |
| Membership | Class-the WSPU is associated with… At first it recruited greater numbers…(p43) Even when they moved their headquarters to London… (p43) However, after Christabel arrived in London…(p43) But regionally…(p43) Its class composition…(p44) Regional –There were branches in…(p42) Size-Despite the fact that membership numbers were not published, it is clear that…….By 1910…By 1913, it had 88 branches, but…(p47) |
| Aims | The aim was to establish an effective organisation which would achieve results.The WSPU consistently supported issues…(p43-4) |
| Divisions(Collier p64-5) | In 1906-7 Teresa Billington-Greig proposed a democratic constitution…….(p45) As a result Charlotte Despard, Billington-Greig and1/5 of…(p46)In 1912 the Pethick Lawrences…(p46)In 1914 Sylvia was told to conform over…(p46-7) |
| Relationship with political parties | The roots of the WSPU lay with….(p43)However, they quickly distanced themselves from these links, and increasingly focused on working independently of political parties.By 1913, the WSPU was unwilling to work with…(p42) |
| Methods |  Educating members:The WSPU encouraged…(p42)Meetings:The WSPU organised…(p57)In 1907 they held..(p58)In 1909…(p57-8)Demonstrations:In 1908…(p59) They dressed up for demonstrations(p59-600Propaganda:*Votes for Women* was the WSPU newspaper from 1907. From 1913 *the Suffragette* was publishedThe WSPU were great saleswomen. They produced…(p61-1)Harassing authority:In 1905 Christabel and Annie Kenney……(p64-5)From 1906, in By-Elections they…(p65) There were widespread protests in various churches…(p66)Illegal methods: began in 1906, due to intransigence. ‘Deeds not Words’a)Census evasion-The WSPU endorsed…(p69)b)Window smashing-In 1908……(p69-70)c)Arson Attacks-In 1911, Emily Davison’s……(p70) 1913 marked a watershed….(p71)d)Other damaging behaviour-….(p.71-3)e)hungerstriking-First used 1909 by Marion Wallace-Dunlop when imprisoned….(p73-4) |
| Achievements | It is sometimes argued that violence lost…(p75) But it certainly gained attention. |

**Activity 10-The contribution of key figures**

Summarise the roles of individuals onto your Key Figures in WSPU sheet.

a)The contribution of Emmeline Pankhurst -Use notes from Activity 9, Collier, page 79 & Bartley page 47

b)The contribution of Christabel Pankhurst-Use notes from Activity 9 & Collier, page 80

c)The contribution of Sylvia Pankhurst- Use notes from Activity 9 & Bartley page 40, 42-3, 45-6, 84, 92, 108-9

d) The contribution of Pethick Lawrences -Use notes from Activity 9 & Bartley page 40, 42, 46, 59, 83,

e) The contribution of Annie Kenny-Use notes from Activity 9 & Collier page 80

 Complete for others using Bartley

**Activity 11-NUWSS v.WSPU?**

# In activities 7 and 9 you have studied the two main organisations, and in doing so you can see several differences. How far did these differences divide the suffrage movement?

Use Bartley to consider the extent of division.

|  |  |
| --- | --- |
| How divided was the women’s suffrage movement 1903-1914?  |  |
| Evidence of divisions in the suffrage movement  | Evidence of unity in the suffrage movement |
| The WSPU was established due to frustrations with the pace of progress under the NUWSS.At leadership level…p48The two main organisations were distinct in structure…p49From 1908, the increasingly violent tactics of the WSPU…p56-7  | Among the general membership many suffrage supporters…..p48-9The suffrage organisations shared…p74Throughout the period the suffragists and suffragettes continued to use…p74 They both endorsed…p69Initially the NUWSS condoned… p56 In 1910-1911, in anticipation of the Liberal Government’s Conciliation Bill, the WSPU called a halt to militancy, …p67 |

**(III) Identifying thematic developments -**

# **Activity 12 – Consolidate those themes**

a) Create a concept map or mind map to consolidate your understanding of the Suffrage campaign: include information on the following areas:

* Arguments for and against women’s suffrage
* Women’s increasing involvement in public life 1860-1900
* The women’s suffrage movement 1860-1896
* The suffragist campaign (NUWSS)
* The suffragette campaign (WSPU)
* The differences between the campaigns run by the two organisations.

b)Return to task two and ensure that you have completed your analysis of the extent of change in each of these areas.

(IV) **Thinking about viewpoints** : Exploring and analysing evidence and interpretations

**Exam Preparation**

You are now going to begin to consider how sources might be used and evaluated in an analysis of evidence of the suffrage campaign 1897-1914 .

(a) Use sources C(p.45), D(p.46) and I(p49) in Chapter 4, Collier Edexcel GCE to considering the following question:

**To what extent do the views expressed about female enfranchisement in sources C and D challenge those expressed in source I?**

* Begin by examining source I identify 3-4 main points that the source suggests about arguments on female enfranchisement.
* Examine source C carefully. Identify any points which support those identified in source I and any points which challenge source I.
* Consider the provenance of source C (authorship, purpose and nature of the source) to evaluate the weight of the evidence for investigating arguments about female enfranchisement.
* Examine source D carefully. Identify any points which support those identified in source I and any points which challenge source I.
* Consider the provenance of source D (authorship, purpose and nature of the source) to evaluate the weight of the evidence for investigating arguments about female enfranchisement.
* As a class, return to the question. Your teacher will lead a discussion on how to bring these ideas together to reach a judgement on ‘how far’.

(b) Use sources L(p.54), F(p.62) and 1D(p70) in Chapters 4-5, Collier Edexcel GCE to considering the following question:

 **Do you agree with the view that between 1860 and 1914, the divisions within the movement prevented effective unified action?**

* Examine the sources carefully. Identify any points which support the view and any points which challenge it.
* Consider the provenance of each source (authorship, date, purpose and nature of the source) to evaluate the weight of its evidence for investigating extent of division and unity in the movement.
* Go back over your notes for the chapter to find further evidence to support and challenge the viewpoint
* Look over the sources work and own knowledge evidence to reach a judgement

Cracking the Puzzle- Preparing for Assessment

1. Complete Trigger Memory Activity -The Women’s Suffrage Campaign 1860-1918 using your background notes.
2. There are many excellent women’s suffrage websites which can be used to revisit the material covered so far. These include -

www.bl.uk/learning/histcitizen/21cc/struggle/struggle.html

www.northallertoncoll.org.uk/history/Suffrage%20website%202/Suffragists%20vs.%20Suffragettes.htm

www.bbc.co.uk/scotland/education/bitesize/higher/history/britsuff/suffrage1\_rev.shtml

 http://en.wikipedia.org/wiki/Suffragette

www.learningcurve.gov.uk/britain1906-1918

Use these websites to gather contemporary documents for the period.

1. As a class, play the Game Show Presenter Game called 12womenKQ2
2. Revisit the examination criteria and advice on tackling the examination questions given in the guidance booklet.
3. Apply these techniques to the specimen examination. You may be asked to work individually, in pairs or in groups.

|  |  |  |  |
| --- | --- | --- | --- |
| 1832 Mary Smith presented a women’s Suffrage petition to Parliament. Smith’s petition did not effect change. | 1847 Letters and leaflets in support of women’s suffrage were distributed by Anne Knight  | 1851 the Sheffield Female Political Association was formed | 1866 1st meeting on women’s suffrage held in London, establishing the Women’s Suffrage Provisional Committee |
| There were divisions within the London Committee from the outset, over membership. Helen Taylor wanted a women-only committee, whilst Barbara Bodichon thought men should be involved. | There were divisions within the London Committee from the outset, over political views. Helen Taylor had Liberal leanings, whilst Barbara Bodichon and Emily Davies supported the Conservative party. | The London Women’s Suffrage Committee leading figures (Barbara Bodichon, Emily Davies, Jessie Boucherett, Elizabeth Garrett and Helen Taylor drew up a petition for the vote for all householders | In 1866 the London Women’s Suffrage Committee collected 1499 signatures for the petition, which John Stuart Mill presented to Parliament |
| 1866 the Manchester National Society for Women’s Suffrage was formed by Lydia Becker | 1867 Lydia Becker wrote article ‘*Female Suffrage’*, published in a leading periodical | 1867 John Stuart Mill introduced a women’s suffrage amendment to the Second Reform Bill, for the term ‘person’ to replace ‘man’.  | 1867 Mill’s women’s suffrage amendment to the Second Reform Bill was defeated by 196 votes to 73.  |
| In 1867 a widowed shopkeeper, Lily Maxwell and 9 others, successfully voted after being being mistakenly put on the electoral register. | 1867 Lily Maxwell public vote at a Hustings, inspired 5000 other female householders to try the same. Her case was reported in *the Englishwomen’s Review* | Late 1867 Emily Davies sent a copy of one petition to 500 newspapers | 1867/8 Women’s Suffrage organisations were formed in Birmingham, Bristol, Edinburgh and Ireland |
| 1868 In *Chorlton v. Lings* High Court case, Richard Pankhurst & Sir John Coleridge argued that the term MAN in the 1832 Reform Act meant mankind, as before, & so included women. | The 1868 *Chorlton v. Lings* High Court case, and a similar case in Scotland, were lost, when the Court ruled that English Custom overruled women’s historic right to vote. | In 1868 the regional societies amalgamated in the National Society for Women’s Suffrage (NSWS) | 1868 The Leeds Express published Sarah Ann Jackson’s poem, in which she appeals for the vote |
| 1870 Richard Pankhurst introduced the first women’s Suffrage bill, as a private member’s bill. It passed its first and second readings | 1870 Pankhurst’s bill was finally defeated when Liberal Prime Minister Gladstone made it clear the government wouldn’t support it. | 1870 *Women’s Suffrage Journal* published | 1870 Quaker Women had property seized by bailiff for refusing to pay taxes, as they were not given representation |
| 1870, A cartoon,’ An Ugly Rush’ was published in *Punch* magazine | 1870-1 The London National Society for Women’s Suffrage felt suffrage groups should avoid links to the repeal of the Contagious Diseases Act, the rest of the country saw them as part of the same struggle. | 1870-1 There were disagreements within the NSWS over whether to support groups pressing for the franchise of single women first and whether to accept London leadership. | In 1871 the National Society for Women’s Suffrage divided into two; London National Society for Women’s Suffrage (LNSWS) and the rest of the country in the Central Committee of National Society for Women’s Suffrage (CCNS) |
| 1877 The two organisations in the campaign reunited to form the New Central Committee of the National Society for Women’s Suffrage Lydia Becker later became its secretary. | 1884 William Woodall, Lib MP for Stoke on Trent proposed women’s suffrage amendment to the Third Reform Act. It failed | 1887 Lydia Becker formed the first Committee of Members of Parliament, 71 MPs joined, pledged to support votes for women. | 1888 Several younger and more radical suffragists in the NSWS wanted to affiliate to the Liberal Party. Others, mostly older, disagreed, wanting to keep non-partisan |
| 1888 The NSWS split into the more radical, Liberal linked Central National Society for Women’s Suffrage (CNS) and the Central Committee National Society for Women’s Suffrage, led by Millicent Fawcett and including Lydia Becker | ‘An appeal against Female Suffrage’ petition signed by 100+ women, mostly titled, published in *the Nineteenth Century (a magazine) June 1889* | In 1889 several members of the CNS, including the Pankhursts, left to form the Women’s Franchise League (WFrL). They felt that they should campaign for the vote for women on the same terms as men, instead of for single women. | The WFrL was small but influential. It attracted top Liberal support. In November 1889 Liberal MP R B Haldane was keynote speaker at one of their meetings. |
| In 1892 the Pankhursts led a disturbance at a suffrage meeting organised by Lydia Becker of the Central Committee, because she was supporting a Conservative MP’s bill which supported enfranchising single women. | Elizabeth Wolstenholme Elmy resigned from the WFrL in protest at the actions of the Pankhursts and established the Women’s Emancipation Union. | The 1894 Local Government Act, enshrined the principle that women, whether single or married, should have the vote in local elections. This removed one of the key issues dividing the women’s suffrage campaign, as the aim naturally focused after this on gaining the vote on the same terms as men | A Private members bill to parliament was brought in almost every year between 1897-1897 |

**Key Figures in the Suffrage Campaign 1860-1896**

|  |  |  |
| --- | --- | --- |
| Figure | Image | Explanation |
| Lydia Becker |  |  |
| JS Mill  |  |  |
| Helen Taylor |  |  |
| Barbara Bodichon |  |  |
| Elizabeth Wolstenholme |  |  |
| Ursula Bright |  |  |
| Emily Davies |  |  |
| Others |  |  |

**Key Figures in the NUWSS**

|  |  |  |
| --- | --- | --- |
| Figure | Image | Explanation |
| Millicent Garrett Fawcett |  |   |
| Lady Balfour |  |  |
| Helena Swanwick |  |  |
| Caroline Osler |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Key Figures in the WSPU**

|  |  |  |
| --- | --- | --- |
| Figure | Image | Explanation |
| Emmeline Pankhurst  |  |   |
| Christabel Pankhurst |  |  |
| Sylvia Pankhurst |  |  |
| The Pethick Lawrences |  |  |
| Annie Kenney |  |  |
| Teresa Billington –Greig &Charlotte Despard |  |  |
| Emily Davison |  |  |
| Lady Constance Lytton |  |  |

**Trigger Memory Activity – Women KQ2**

|  |  |  |
| --- | --- | --- |
| Word | Image | Explanation |
| Coverture |  |  |
| Separate sphere |  |  |
| Defence of the Realm |  |  |
| The physiology of women |  |  |
| Property Qualification |  |  |
| Means to an end |  |  |
| Moralising effect |  |  |
| Amendments to reform bills |  |  |
| NSWS |  |  |
| WfrL |  |  |
| NUWSS  |  |  |
| Mud March |  |  |

|  |  |  |
| --- | --- | --- |
| Word | Image | Explanation |
| Common Cause |  |  |
| LCWT |  |  |
| WSPU |  |  |
| Hyde park |  |  |
| Votes for Women |  |  |
| The March of Women |  |  |
| ELFS |  |  |
|  Window mashing |  |  |
| Hunger striking |  |  |
| Relations with political Parties |  |  |
| Relations with each other |  |  |

 