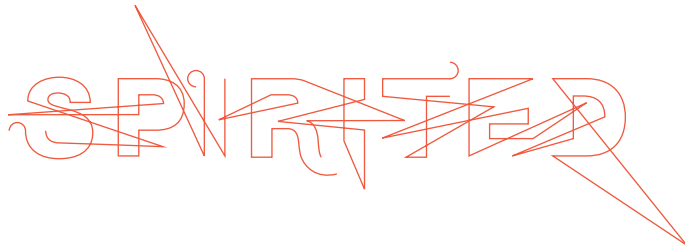


**KS3 Teaching Resources**

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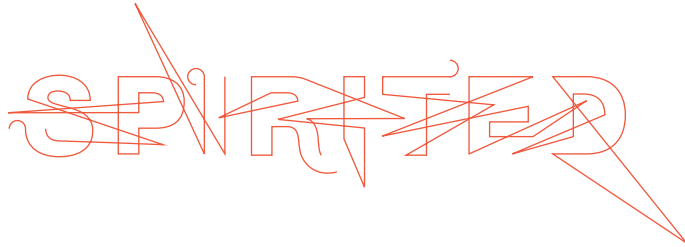
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## Introduction



The following resources are designed according to the requirements of the KS3 history and English language curricula.

### Aims

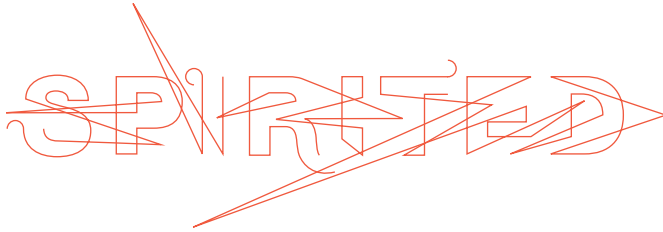
- To know and understand this important movement in the UK's history.
- To engage students with and contextualise current movements.
- To understand relevant concepts such as suffrage, distinctions between suffragettes and suffragists, arguments against female suffrage etc.
- To critically analyse a variety archival sources as evidence.
- To expand vocabulary.
- To discuss and debate historical events.
- To understand ideas of bias and to write using persuasive and emotive language.

### Contents

- Glossary of key phrases, terms, organisations and people (for students' reference)
- Timeline of the women's movement in context with activities.
- Suffrage movement in context: historical context for teachers and separate student activities
- Deeds and words: historical context for teachers and separate student activities
- Law and media: historical context for teachers and separate student activities

These resources have been created by HerArchivist for Spirit of 2012 using archive material about the early women's movement in the UK.

## 1.1 Glossary



### Phrases

Phrase	Meaning
"Deeds not words"	The slogan of the suffragettes, particularly the Women's Social and Political Union. It indicates a dedication to (often violent) action instead of relying on peaceful meetings and debates to get their demands met.
"No taxation without representation"	This phrase is used to argue that if someone pays tax to the government, they should be able to vote for Members of Parliament in government elections and therefore be represented in Parliament.
The Cat and Mouse Act	Introduced by the Liberal government in 1913. Officially called the Prisoners' Temporary Discharge for Ill Health Act. This Act allowed for the early release of prisoners who risked death due to hunger strikes. When they recovered, they were imprisoned again.

### Terms

Phrase/Word	Meaning
Demonstration	In politics and protest, a demonstration is when a mass of people come together in a public place in support of a cause, such as women's rights.
Election	An opportunity to choose who you want to represent you in Parliament by vote.
Enfranchised	Is a person if enfranchised, they have the legal right to vote.
Feminism	Theory that people should have the same rights regardless of their sex or gender. Someone who believes this and acts upon it is called a feminist.
Force feeding	A response to hunger strikes whereby liquid food is forced into a person's stomach via a tube inserted through their nose or throat. It is a very dangerous procedure.
Hunger strike	A form of protest by activists whereby they refuse to eat to show commitment to their cause and to raise an awareness of it.
Militant	Someone who uses violent methods as part of their political protest.
Parliament	The organisation which creates laws for the country it governs.
Propaganda	Often biased information used to promote a political cause.
Suffrage	The right to vote in political elections.
Suffragette	Someone who campaigned for women's right to vote in government elections, characterised particularly as using violent tactics.
Suffragist	Someone who campaigned for women's right to vote in government elections, characterised by their non-violent tactics.

## 1.1 Glossary / continued

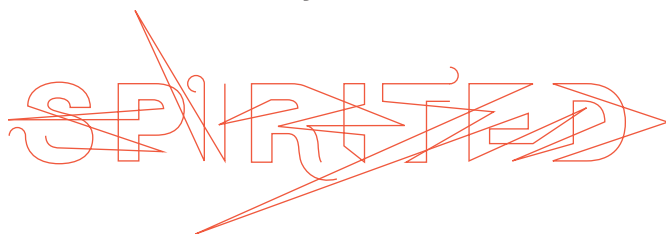
### Organisations

Organisation	Description
Conservative Party	One of two main parties in Britain during the early women's movement. Argued for a traditional hierarchical society, strong powers of the Church of England and military force.
The Liberal Party	One of two main parties in Britain during the early women's movement. Argued for less intervention by the Church of England and the Monarchy in politics and more personal freedoms for people.
National Union of Women's Suffrage Societies	Founded in 1897 by Millicent Fawcett from the merger of other organisations dating back to the 1860s. Its aim was to win women's right to vote through peaceful debate and campaigning.
Women's Social and Political Union	A women's rights organisation campaigning for women's votes founded in 1903 after some campaigners e.g. the Pankhurst family, felt that the NUWSS was making slow progress. It pioneered violent/militant tactics to raise awareness of its cause.

### People

People/Person	Biography
Eva Gore-Booth and Esther Roper	Eva Gore-Booth (1870–1927) was an Irish poet and suffragist campaigner focussing on working-class women's rights to vote and equal employment rights. Esther Roper (1868–1938) was a suffragist campaigner who pioneered campaigns for working class women's right to vote and equal employment rights. They formed a long-term romantic relationship and campaigned together.
Herbert Henry Asquith	(1852–1928) A Liberal Party politician and the Prime Minister (1908–1916), he was mostly against women getting the vote as he believed the only women to be granted the vote would be mainly Conservative Party voters.
Millicent Fawcett	(1847–1929) Suffragist leader of the NUWSS and campaigner for women's rights as well as the reform of the conditions in British concentration camps in Africa.
Pankhurst family	Mancunian family of women's movement campaigners, founders of the WSPU and leading militant suffragettes. Emmeline Pankhurst (1858–1928) and her daughter Christabel Pankhurst (1880–1958) were leaders of the WSPU's militant campaigns and were arrested many times. Sylvia Pankhurst (1882–1960) and Adela Pankhurst (1885–1961) were Emmeline's other daughters. Both involved in the WPSU to begin with, Sylvia even designed much of the WSPU's branding, but both were expelled from the organisation for supporting wider socialist issues such as working class men and women's rights.

## 2.1 Timeline activity



This activity is designed to be used at the start of the lesson but can be used at any point.

### Aim

To contextualise milestones in the women's movement against milestones in British and technological history.

### Aim

To show students how unintuitive some milestones are in the chronology of legal representation, e.g. women weren't deemed legal persons in their own rights until 1929.

### Activity

Students should attempt to put as many of these milestones in order against the dates. This can either be completed in groups or as a whole class led by the teacher. Students then share 1 thing that surprised them about the timeline.

### Extension

Researching online, can you find two countries that gave women equal voting rights with men after 1928? Can you find two countries who gave women the right to vote before 1918?

Date	Milestone
1792	Mary Wollstonecraft writes "A Vindication of Rights of Women" (a pamphlet on women's rights).
1832	Mary Smith presents the first women's suffrage petition to parliament arguing that women should not have to pay tax if they are not allowed to vote
1859	Darwin's "On the Origin of Species" is published, arguing that species change and evolve over time.
1870	The Married Women Property Act (women allowed to keep own property when married)
1880	Primary school is made compulsory & opened for girls. Prior to this, children were educated at home or in their Sunday School at their local place of worship.
1886	First car invented
1895	Radio is invented
1897	National Union of Women's Suffrage Societies (NUWSS) is formed, campaigning for votes for women through non-violent tactics. Its members were known as the suffragists.
1903	The Women's Social & Political Union (WSPU) is formed in Emmeline Pankhurst's Manchester home, to campaign for votes for women often using violent tactics. Its members became known as the suffragettes.
1903	First aeroplane flown
1907	Qualification of Women Act says that you can elect women ratepayers (someone who pays their own bills) as local council members
1909	Suffragettes go on hunger strikes whilst in prison
1911	Some women hide from the census, protesting that if they do not get the vote then they do not count as citizens.
1913	Suffragettes shatter the glass on 14 expensive paintings at Manchester Art Gallery.
1914	The First World War starts
1918	The First World War ends
1918	Women who are over 30 and who own their own home (or whose husbands do), and all men over 21, are allowed to vote
1926	John Logie Baird gives first public demonstration of the television
1928	Men and women given equal voting rights at 21 years old
1929	Women deemed legal "persons" in their own right

### 3.1 Teacher's Notes / Suffrage movement in context



#### Gender and voting history

It only became illegal for women to vote from 1832 when a new law was passed allowing more men to be able to vote but explicitly stating that women were not. Before this, women were allowed to vote but because only people with a lot of property could vote (and women were usually not allowed to own property because they were considered property themselves) so only a very few women had ever voted before.

Throughout the United Kingdom's history, the right to vote has rested mainly on how much property you owned, or how expensive the property you rented was. It was only from 1928 that men and women were able to vote solely based on their age.

#### Women's movement history

Women have had equal voting rights with men since 1928 and some women were given the right to vote in 1918 (this was based on their age and how much property they or their husbands had or rented). These rights were won through decades of persuasion and even violent protest. The vote was given to some women in 1918 because of their contribution to the war effort during the First World War.

The campaign for the right to vote started with women working alongside political groups to try and persuade the government to allow women the same voting rights as men. This started in the 1860s and eventually two groups emerged: the suffragists and the suffragettes.

#### Organisations and people

The suffragists were led by the National Union for Women's Suffrage Societies, whose leader was Millicent Fawcett. The suffragettes were led by the Women's Social and Political Union, whose leaders were the Pankhurst family, particularly Emmeline and her daughter Christabel.

#### Voting

Having a vote means being able to have a say in which politician represents you in Parliament, where laws are made. If you can have a say in this, then you have a say in how the country is run, which laws are made and how your taxes are used (when someone earns over a certain amount of money, they give some to the government which is then used to pay for services which help run the country).

So why did women want to be able to vote? Many women worked for a living, in factories, as teachers and even doctors. This meant that they were paying taxes. However, since they were not allowed to vote, they had no say in how their taxes were being used and had no say in the laws that were being made which directly affected them such as the legal rights of married women, or women's right to own property.

Therefore, they campaigned for the right to vote. Early in the movement, this was mainly done through debate and petitions to Parliament. Later, with the suffragettes, this was done using militant tactics.

### 3.2 Student activity / General debates

#### The debates: Activity

Read through the lists below which show some of the arguments for women getting the vote and responses from people who believed women shouldn't get the right to vote.

#### To do

Choose two arguments that you think are the most effective arguments in favour of women getting the vote. Explain why you have chosen them.

#### To do

Choose one argument used to convince people that women should not get the right to vote and come up with your own argument against it.

For	Against
God created all people equal	Men are physically stronger than women
Women can already vote in local elections, so why not national ones.	Women's place is in the home
Women pay taxes	They are not allowed to fight in wars therefore are not real citizens
Some women are better citizens than some men (female doctors vs. male criminals)	Women are too ignorant to understand politics
Other countries have given women the right to vote.	The men vote for the women so women don't need to vote for themselves



### 3.3 Student activity / Oldham debate

#### 9th February 1911, the Oldham Debate: Activity

On this date, a public debate was held between an anti-suffragist from Manchester called Mr. Beaumont and a suffragist doctor from Oldham called Dr. Olive Claydon.

The debate was reported on in *Common Cause* (a newspaper owned by the suffrage movement).

#### To do

Pick 2 arguments presented in the newspaper clipping below. Do you think Dr. Claydon's responses are effective? Explain why.

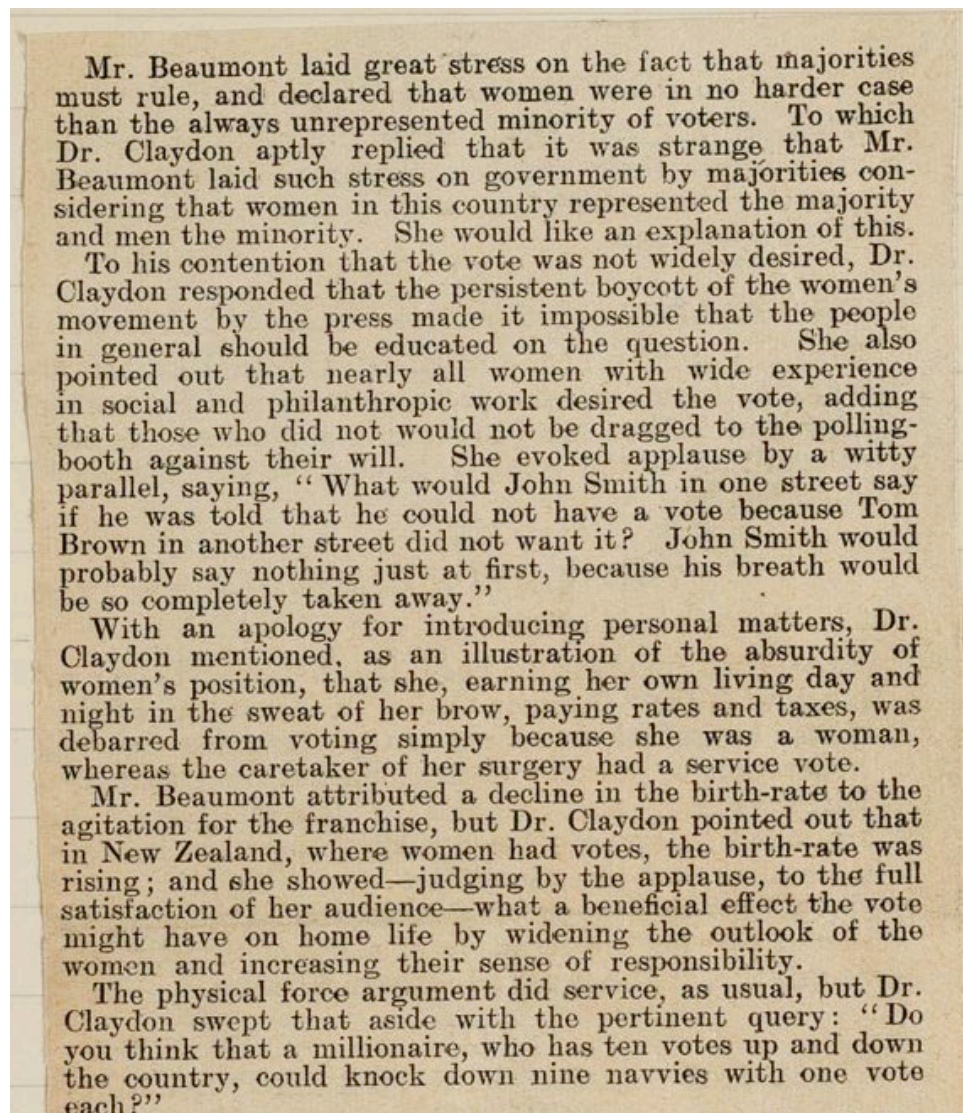


Image 3.1

Newspaper clipping  
from *Common Cause*.  
From the Women's Library  
collection at LSE

### 3.4 Student activity / Anti-suffragists and gender

#### Suffragists were not all women and anti-suffragists were not all men

It wasn't just women who were campaigning for women's rights but men also. There were organisations such as the Manchester Men's League for Women's Suffrage who assisted in the campaigning. Sylvia Pankhurst was even expelled from the Women's Social and Political Union because she disagreed with the decision to bar men from the organisation.

Similarly it was not just men who were against women's suffrage. There were some women who were against it, too, such as Queen Victoria.

#### To do

On 29 July 1913, on a long campaign tour heading for London, Marjory Lees (a suffragist from Oldham) was asked to wait so an older woman could see her. Read her diary entry below. Why do you think the woman wanted to look at her?

#### Extension

Write a diary entry for the older woman detailing her thoughts and feelings upon seeing Marjory.

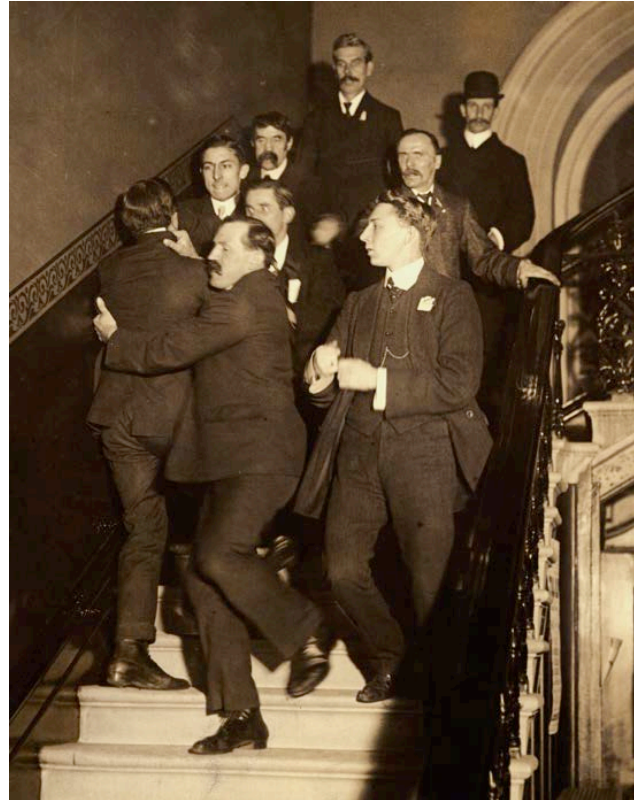


Image 3.2

A man campaigning for women's suffrage is forcibly expelled from a public political meeting, c.1910. From the Women's Library collection at LSE

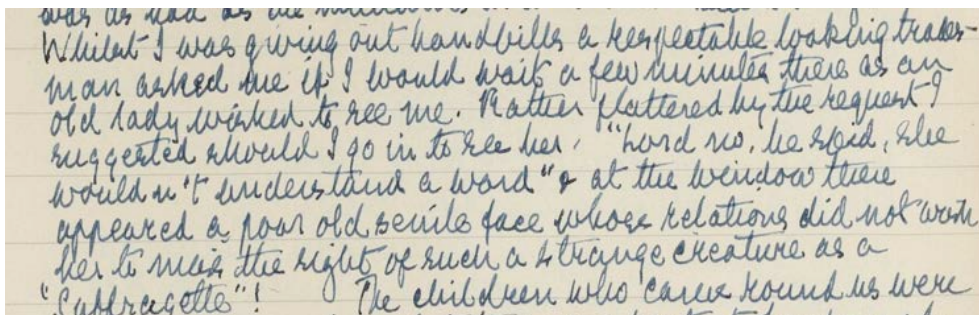


Image 3.3

Extract from Marjory Lees' diary. From the Women's Library collection at LSE

Transcript: *Whilst I was giving out handbills a respectable looking tradesman asked if I would wait a few minutes there was an old lady wished to see me. Rather flattered by the request I suggested should I go in to see her. "Lord no, he said, she wouldn't understand a word" and at the window there appeared a poor old senile face whose relations did not want her to make the sight of such a strange creature as a "suffragette"! The children who came round us were*



## 4.1 Teacher's Notes / Deeds and words



### Suffragists to suffragettes in context

The National Union for Women's Suffrage Societies (NUWSS), which was led by Millicent Fawcett, used campaign tactics such as debates, public meetings where anyone could attend and printed material such as leaflets to help spread their message: that women should be given the same voting rights as men.

These tactics continued for a few decades with some success (the issue of women's rights was raised amongst politicians) however it was not seen as a priority for the law-making government.

Some members of the NUWSS believed that this reliance on words (debates, leaflets, meetings etc.) was the reason that no real progress was made. They broke away from the NUWSS in 1903 and, led by the women of the Pankhurst family, formed the WSPU and used militant tactics to raise awareness of their campaign. They started their campaigning and planning in Manchester where the Pankhursts had their home.

### Militant tactics

The suffragettes are mostly remembered today for their militant tactics in their campaign. Some of the militant tactics used by the WSPU were:

- Smashing windows on public buildings and shops
- Burning public buildings
- Burning politicians unoccupied homes
- Burning post boxes
- Chaining themselves to buildings
- Disrupting political meetings

In response, the government considered them criminals and had them arrested.

### Suffragist response

Many suffragists condemned the use of militant tactics as they did not wish to be seen as law breakers. Their reasoning was that they would not be able to persuade those in government to change the law in accordance with their wishes if they broke the law. They were therefore keen to show how they were different and in many public appearances and campaigns they labelled themselves "law-abiding".

The suffragettes however, argued that since they were not recognised as full citizens by the law, they had no reason to obey it.

## **4.1 Teacher's Notes / Deeds and words / continued**

### **First World War**

In 1914 the country had a different priority altogether because of the start of the First World War. Suffragists and suffragettes alike refocussed their energies on supporting the war effort. Many women were given opportunities that previously were only available to men, such as different jobs in the police and transport industries.

### **Representation of the People Act, 1918**

In 1918 when the war had ended, the law-makers of the country decided to recognise the effort of women in the war and grant some of them the right to vote. The new law stated that all men over the age of 21 were allowed to vote as well as women who were aged 30 years or older and who owned or rented property over a certain amount, or whose husbands did so.

The difference between men and women is due to the number of men who were killed in the First World War. Women would far outnumber them if they were given equal voting rights so the qualifications of age and property were added to ensure more men were still able to vote than women.

This meant it was mainly older, middle class women were eligible to vote. Working class women and younger women of any class were only able to vote in 1928 when any woman aged 21 or older were able to vote.

### **Activities**

The activities in this section explore the tactics of both the suffragists and the suffragettes.

## 4.2 Student activity / The Great Pilgrimage

In 1913, the National Union for Women's Suffrage Societies planned a huge demonstration in Hyde Park, London for the 26th July 1913. It was to be one of the biggest meetings the country had ever seen and supporters from all over the country were to travel to London to be there.

All the routes were planned and the supporters would travel mainly by foot or horse-drawn caravan, holding public meetings along the way.

### To do

Look at the leaflet about the pilgrimage. List 3 reasons for the Great Pilgrimage. How can you tell they are suffragists and not suffragettes? What are they asking people to do to support them?

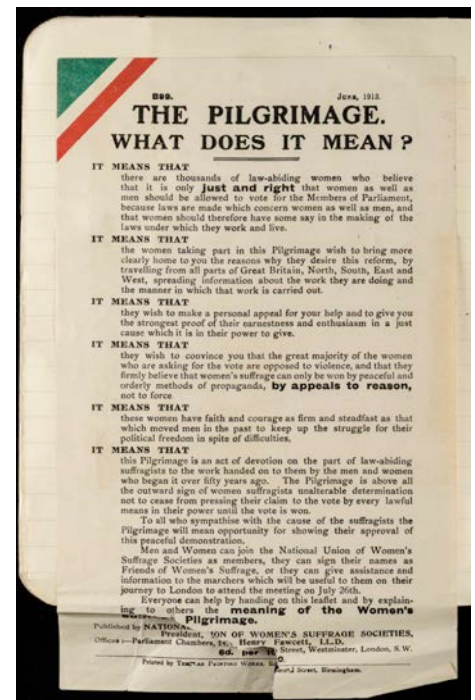
One of the people attending this "Great Pilgrimage" was Marjory Lees, a suffragist from Oldham in Manchester, the daughter of a wealthy mill owner. She started her journey on the 7th of July to arrive on the 25th of July. It took her 18 days to reach London. She travelled on foot, by horse-drawn caravan and by train. Some people travelled all of the way and some of the supporters were only able to travel some of the way.

### To do

Look at Marjory Lees' map of the journey. Estimate how many miles she has travelled. List 2 things that this map tells you about the women's movement and give your reasons why. For some people it took 6 weeks to make the journey to London. Why do you think that is?

### Extension

Why do you think some supporters were able to travel the whole journey and attend the meeting at Hyde Park and some supporters were only able travel some of the journey?



## 4.3 Student activity / Suffragists and protests

Some of the meetings held along the way were met with great support from the towns and cities. Marjory Lees' diary describes being accompanied by cheers and local brass bands when entering and exiting various towns. However, there are also descriptions of violence in response to their meetings. One such instance occurred on the 21st July at Thame near Oxford. A large group of men had broken up a meeting and were on their way to the suffragists' campsite to cause more trouble.

### To do

Read the diary entry about an anti-suffragist incident from Marjory Lees' diary. Who were the men mistaking the women for?

### Extension

Write two short newspaper articles about this incident: one from a newspaper supporting the suffrage movement or one from a newspaper against the suffrage movement.

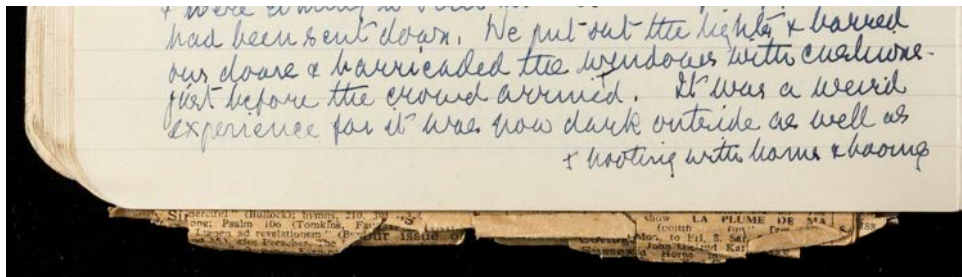
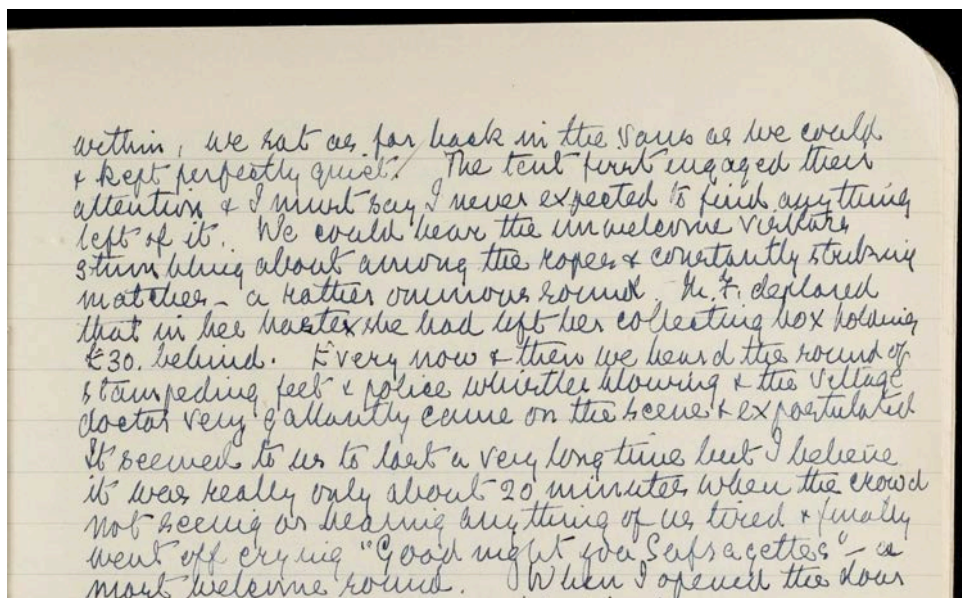


Image 4.3

Extract from  
Marjory Lees' diary.  
From the Women's Library  
collection at LSE



Transcription: We put out the lights and barred our doors and barricaded the windows with cushions just before the crowd arrived. It was a weird experience for it was now dark outside as well as within. We sat as far back in the vans as we could and kept perfectly quiet. The tent first engaged their attention and I must say I never expected to find anything left of it. We could hear the unwelcome visitors stumbling about among the ropes and constantly striking matches – a rather ominous sound. Ms. F. deplored that in her haste she had left her collecting box holding £30 behind. Every now and then we heard the sound of stampeding feet and police whistles blowing and the village doctor very gallantly came on the scene and expostulated [expressed a severe disapproval]. It seemed to us to last a very long time but I believe it was really only about 20 minutes when the crowd not seeing or hearing anything of us tired and finally went off crying "Good night for Suffragettes" – a most welcome sound. When I opened the door

Ms. F. deplored that in her haste she had left her collecting box holding £30 behind. Every now and then we heard the sound of stampeding feet and police whistles blowing and the village doctor very gallantly came on the scene and expostulated [expressed a severe disapproval]. It seemed to us to last a very long time but I believe it was really only about 20 minutes when the crowd not seeing or hearing anything of us tired and finally went off crying "Good night for Suffragettes" – a most welcome sound.



## 4.4 Student activity / Black Friday 1910

### Black Friday, 1910

Herbert Henry Asquith promised to consider women's rights in a new law he wanted to pass, if he was made Prime Minister. The suffragettes supported his political campaign and he won the election. However, he broke his promise and refused to consider giving women the vote in any law.

In response, the WSPU marched to the Houses of Parliament for a demonstration of their anger and betrayal. The women were met with violence by policemen and male bystanders: many were badly hurt and it even resulted in some deaths. Further violence by the suffragettes was planned in response, including trying to break windows at the Prime Minister's house and other government properties.

#### To do

Read the following newspaper extract from 1910 in which Emmeline Pankhurst gives reasons for why the suffragettes will continue to destroy property. What arguments does she give?

*Give us pure democracy and your property will be safe. These things are done. You might as well try to blow up everlasting hills than to stop us destroying private property. We have done it. We are prepared to do it again. You cannot argue with a revolution.*

*If complaints were to be made about the breaking of a few windows, let them reflect how much damage men have done in the past to get the vote. If the men of this country lost their votes they would plunge this country into civil war. What presumption and impertinence then to complain of a few windows being broken.*

*Public conscience must be aroused and it can only be done by attacks on public property. When women's bodies were battered on Black Friday that was alright but when a few window panes are broken, that is all wrong.*

*You think more of property than of life and honour. If property is was parliament values, then we will wound you there.*

Newspaper extract from  
the *Manchester Guardian*,  
28 November 1910.

## 4.5 Student activity / Suffragists vs suffragettes

### Suffragette and suffragist debate

It is still a matter of debate whether or not the militant campaigns of the suffragettes helped further the women's movement or whether it had a negative impact. It certainly raised the profile of the movement dramatically as many of their court trials and activities were heavily reported on in the press.

However, many suffragists saw the violence in the press as unhelpful to attaining the right to vote.

### To do

Review the information you have been given on both suffragists and suffragettes. Decide which you would be and explain why.

### Extension

Form 2 groups, one suffragette and one suffragist. Stage a short verbal debate on whose tactics are the most effective and appropriate.

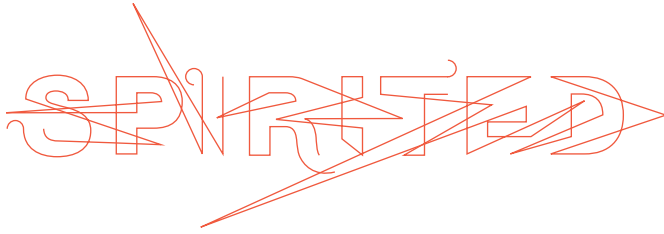


Image 4.4

Millicent Fawcett speaking at the Great Demonstration in 1913, in front of a banner proclaiming the suffragists are "law-abiding".



## 5.1 Teacher notes / Love and law



### Imprisonment and force feeding

Suffragettes who were caught breaking the law due to their violent protests were imprisoned. During July 1909, a hunger strike was adopted as a form of protest by some of the imprisoned suffragette women and men. This means that they refuse to eat whilst they were in prison, to show their commitment to their political cause and to raise awareness of it.

So that no prisoner starved to death whilst in their care, the government started to use force feeding methods on the strikers. This involved having liquid food poured straight into the stomach through a tube which was either inserted down the striker's throat or nose. It is an extremely painful process and can be very dangerous. Choking can occur and food can get into the lungs if the tube is inserted incorrectly.

### Cat and Mouse Act 1913

The newspapers at the time were reporting heavily on the strikes and the force feeding and a frenzy of publicity followed in support for the suffrage movement. After a strong debate, also published in the press, the government released a new law called the Prisoners (Temporary Discharge for Ill-Health) Act which stated that strikers would be released until they regained their strength, after which they would be imprisoned again to carry out the rest of their sentence, unless they broke the law during their recovery in which case they would be sent to prison immediately.

This created a cycle of hunger striking, releasing, recovering, arresting and then hunger striking again. However, many prisoners hid from the police during and after their recovery so could not be found and re-arrested. The act became widely known as the Cat and Mouse Act.

### Romance within the movement

Relationships between suffragists, suffragettes and their supporters were crucial to the movements but were affected by imprisonment.

Elsie Duval, a suffragette, wrote to her husband Hugh Franklin throughout her prison sentence detailing her ordeals. Hugh Franklin was also imprisoned numerous times for his militant actions. He was the first person to be released from prison after the Cat and Mouse Act.

Some romantic relationships even grew out of the movement. Eva Gore-Booth and Esther Roper were suffragists who campaigned for working class women's rights to vote and equal employment rights, particularly in Manchester and London. They also published a feminist newspaper called *Urania* covering gender politics.

## 5.2 Student activity / Cat and Mouse Act debate

### Cat and Mouse Act debate

The act to prevent hunger strikers dying whilst in prison was not immediately popular with law makers.

#### To do

Why do you think it was nicknamed the Cat and Mouse Act? What imagery and ideas does that reference?

#### To do

Read the newspaper extract below from Reginald McKenna's debate about the act. What is the main argument he was making for the new law? What is he using to make his argument?



Image 4.4

Emmeline Pankhurst  
recovering after a hunger  
strike in prison, 1913.  
From the Women's Library  
collection at LSE

*Journalist* – One of the best medical experts in the country assured him that if he took the advice of those who believed that these women would not starve themselves he would be committing a profound mistake. The real alternative to the existing law was – let them die or let them out. Some people said let them die.

*Sir Banbury* – Hear! Hear!

*McKenna* – I absolutely decline to let them die. People say I lack courage. I wonder whether it requires more courage to let some helpless woman die because she has mistaken political notions and has broken a window, or to face you here. Am I to let these women die because they have broken windows and are so stubborn in their political opinions that they would rather starve themselves than give way.

*Sir Banbury* – Nothing would happen.

*McKenna* – The medical officers who have to deal with these women by the score, report to me without exception that they will die. These are fanatical, hysterical women who no more fear death in fighting this battle than religious soldiers in Sudan. It is idle to suppose that it is mere bluff.

Newspaper extract  
from the *Guardian*,  
19 Mar 1913.

## 5.3 Student activity / Imprisonment and force feeding

### Hunger strike medals

Medals were given to imprisoned suffragettes who went on hunger strike.

The medal pictured below belonged to Elsie Duval (1892–1919). On 27 Jun 1912, Duval was arrested for smashing a Clapham Post Office window. She was arrested and kept by the police for “the state of her mind to be enquired into.” She was arrested many times for destroying public property and went on hunger strike each time she was imprisoned, and so was force fed. She died of heart failure when she got influenza in 1919.

#### To do

Look at the picture of the medal. What is the significance of giving a medal like this? Who else gets medals like this and why is this comparison being drawn? How can you tell that these medals are given by the suffragettes and not the suffragists?



Image 5.2

Elsie Duval's hunger strike medal for valour.  
From the Women's Library collection at LSE

## 5.4 Student activity / Relationships

Elsie Duval wrote to her husband Hugh Franklin throughout one of her prison sentences.

Both husband and wife were imprisoned for their militant tactics.

### To do

Draft a letter from Hugh Franklin to the prison wardens and wardresses asking for her release. Use emotive and persuasive language.

### Extension

Research online for information about Eva Gore-Booth and Esther Roper's political campaigning. Create a short timeline of their campaigning activities.

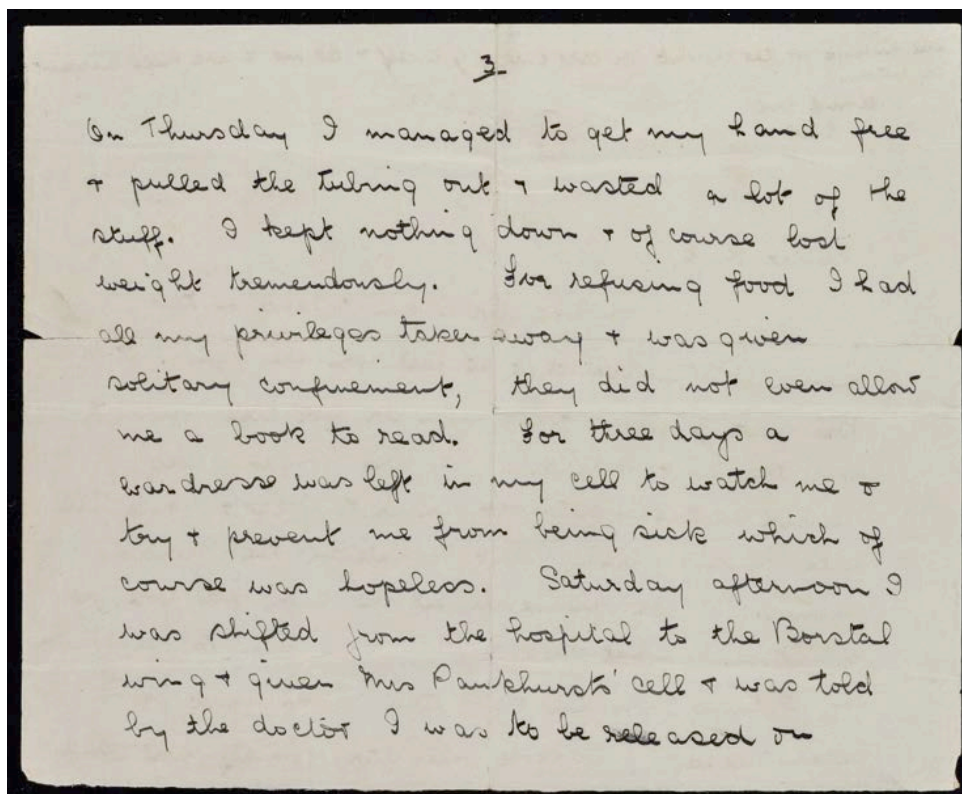


Image 5.3

A sheet from one of Elsie Duval's letter to her husband. From the Women's Library collection at LSE

Transcript: On Thursday I managed to get my hand free and pulled the tubing out and wasted a lot of the stuff. I kept nothing down and of course lost weight tremendously. For refusing food I had all my privileges taken away and was given solitary confinement, they did not even allow me a book to read. For three days a wardress was left in my cell to watch me and try and prevent me from being sick which of course was hopeless. Saturday afternoon I was shifted from the hospital to the Borstal wing and given Mrs Pankhurst's cell and was told by the doctor I was to be released on

## 6.1 Teacher notes / Make and media



### Spreading the word

Different methods of communication were used to spread the word of the suffrage movements. Printed newspapers, posters and leaflets, as well as objects such as banners and badges and even board games were made to promote the demands and slogans.

### Newspapers

The press coverage of the hunger strikes and force feeding generated a lot of public support for the suffragettes. The movement was adept at using media to spread their messages.

Newspapers and other news sources can be affiliated to certain political agendas such as labour movements, conservatism, socialism etc. The word “Suffragette” was invented by a newspaper to make fun of the WSPU.

To avoid having the movement overwhelmingly reported on by newspapers with unfavourable biases, the women’s movement published their own newspapers.

Both the suffragists and the suffragettes had their own media resources such as newspapers, posters, branding, leaflets and more, to protest the law.

### Games

One of the most creative resources the movement had was the WSPU’s games that they designed and sold to raise awareness of their campaigns and to raise money for them.

One was called “Pank-A-Squith”, a board game in which players would try to make their way to the Houses of Parliament through all the obstacles in the way such as imprisonment and Prime Minister Asquith’s anti-suffragist laws.

Another is a card game called Votes for Women which plays suffragists against anti-suffragists. The cards and players are split into suffragist supporters and anti-suffragist supporters. Players collect suits of cards which have different points assigned to them. The players which first collect 100 points win the game.



## 6.2 Student activity / Release and media

### Parade for released prisoners

Once prisoners were released after being force fed, they were paraded through the streets in a large procession, such as in the photograph below. Due to the large amount of newspaper coverage of the suffragette's protests and militant campaigning, arrests, court trials, hunger strikes and force feeding, the public profile of the movement rose considerably.

### To do

Look at the photograph below. How would such an event spread the suffragette message?

### Extension

Write a short report about the event as if you were a journalist at the scene. Describe the atmosphere, the people and decide whether you are supporting the event or are writing for an anti-suffragist newspaper.



Image 6.1

March of suffragettes  
pulling a carriage  
of prisoners released  
after force feeding, c.1908.  
From the Women's Library  
collection at LSE

## 6.3 Student activity / Games and publicity

Games have often been very effective ways to engage people with ideas. Monopoly, for example, is about buying property in London and is about using money to your advantage. Role playing video games are about co-operation and teamwork.

### To do

Have a look at the playing card from Panko below. What part of the suffrage movement does it depict? Why has this scene been chosen to be in the game?

### To do

Compare the suffragette playing card with the suffragist leaflet below. Why has the suffragist leaflet chosen the images it has done. What is its message?

### Extension

Due to technological advances, applications on mobile phones are popular for sharing information. Design a simple app for the suffragist or suffragette movement. What is its purpose? What will the user do with it?



Image 6.2

Playing card from Panko, c.1911.  
From the Women's Library collection at LSE

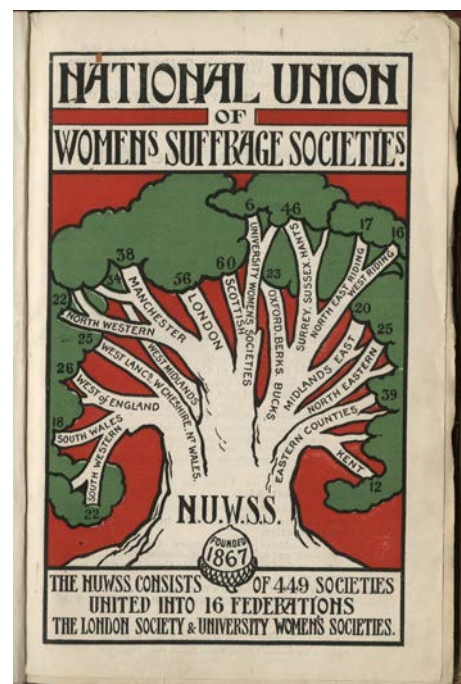


Image 6.3

Promotional leaflet from the National Union of Women's Suffrage Societies.  
From the Women's Library collection at LSE

## 6.4 Student activity / Suffragette branding

### Branding

The suffragettes used the now famous phrase “Deeds not words” to show their commitment to action. They branded themselves in purple, white and green which they wore on their sashes, badges, ribbons on their hats, and in their printed propaganda such as posters.

The suffragists chose the colours red, white and green on their branding.

### To do

Have a look at the rosette below. How can you tell this belonged to a suffragette? What is a person who wears the rosette saying about themselves? What is the danger that this person puts themselves in by doing this?

### Extension

Research online some popular social movements today, such as #MeToo and #BlackLivesMatter. Name 2 differences and 2 similarities that these campaigns have with how the suffragettes spread their message in the early 20th century.



**Image 6.4**

A rosette worn by a suffragette.  
From the Women's Library collection at LSE





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