



## Schools Resource



Banner created by Claudette Johnson in collaboration with service users from the East London Foundation Trust in Tower Hamlets for *PROCESSIONS* 2018, produced by Artichoke and commissioned by 14-18 NOW.

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WW1 CENTENARY ART COMMISSIONS

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## Introduction

*Women Making History* is a new exhibition of more than 100 hand-crafted banners made for *PROCESSIONS*, a 14-18 NOW commission, to mark 100 years of the first UK women getting the vote.

Emblazoned with the concerns of women across the UK, the banners are an inspiring reminder of the importance of feminist activism and the power of protest today. In June 2018 tens of thousands of women embraced the idea of *PROCESSIONS* and joined us to create an unforgettable mass-participation artwork celebrating 100 years of votes for the first UK women. Three years on, *Women Making History* continues this legacy, providing an opportunity to reflect on the banners' calls for equality, to examine the pace of progress and to be inspired to keep pushing for change.

Find out more about the exhibition here:  
**[www.artichoke.uk.com/project/women-making-history/](http://www.artichoke.uk.com/project/women-making-history/)**

## The Banners

You can explore the extraordinary banners which were created by artists in collaboration with women's groups across the UK for *PROCESSIONS* through Artichoke's digital exhibition guide on the Bloomberg Connects app.

Download Bloomberg Connects for free on Google Play or the App Store:  
**[app.bloombergconnects.org/Artichokemainweb](http://app.bloombergconnects.org/Artichokemainweb)**

Our digital guide on the app lets you view all of the banners and learn about the project through short films and a series of new audio interviews with some of the artists and participants about the experience of taking part in *PROCESSIONS* and the continued impact of the project today.

Archive information about the project, including images from the event, films and interviews with the artists can also be found on the *PROCESSIONS* website and also on Artichoke's YouTube channel.

**[www.processions.co.uk](http://www.processions.co.uk)**

**[www.youtube.com/user/ArtichokeTrust/featured](http://www.youtube.com/user/ArtichokeTrust/featured)**

You can also find out more about the project and zoom into high-definition images of the banners on the *PROCESSIONS* Google Arts & Culture portal.

**[artsandculture.google.com/exhibit/pwKy3NW2JHKBIq](https://artsandculture.google.com/exhibit/pwKy3NW2JHKBIq)**

The *Women Making History* banners can be used for inspiration for your pupils/students in order to create their own banners and artwork. The themes explored in these banners can also provide a talking point about modern day gender rights and the continued importance of giving a voice to communities who don't normally have a public platform.

### **How to use this resource**

Inspired by the banners, ideas, themes and history behind *Women Making History*, our aim is for this resource to be a starting point for your pupils/students to explore and learn about the history of Women's Suffrage, democracy and gender equality.

We have created some simple and easy to follow activities to include in your teaching plans, which will encourage your pupils/students to develop historical knowledge and awareness of Women's Suffrage as well as offering an opportunity to discuss gender equality within today's context. Activities encourage responses through discussion, movement, debate, music and visual art.

The resources are primarily designed for Years 5-8 in England and Wales, Years 6-9 in Northern Ireland and P6-S2 in Scotland, but they're easily accessible for lower and upper age ranges.

We want to encourage your pupils/students to explore their own views and opinions on gender equality today, as well as gaining an understanding about the importance of democracy and using your vote. Only 47% of 18-24-year-olds voted in the last national election (source: UK Parliament website, 2019 election) and we want this project to encourage young people to vote in the future and inspire them to have their voice heard.

This resource pack provides creative ideas as to how to work with your pupils/students. It is modular so it can be followed through from beginning to end or activities can be picked out and used individually. At times you might work with the class as a whole and at other times you may task smaller groups with the different activities provided. We have suggested subject links as part of each activity to help make useful connections with your teaching plans.

These activities, when paired with images of the *Women Making History* exhibition banners and our banner-making toolkits, will give your students/pupils stimuli and inspiration for the content of their own banners.

Download our Banner and Flag making toolkits here:

**[www.processions.co.uk/workshops/toolkits/](http://www.processions.co.uk/workshops/toolkits/)**

These standalone resources have been designed for on-going cross-curricular use in school and can be used alongside attendance at the exhibition.

## Glossary

Antis	An abbreviation to describe the groups campaigning against Women's Suffrage.
Common Cause	Newspaper published by the NUWSS from 1909-1920
Demonstration	A public meeting or march protesting against something or expressing views on a political issue. Sometimes called a rally.
Equality	The state of being equal, especially in status, rights, or opportunities.
IWSA	International Women's Suffrage Alliance. Formed in 1904 in Berlin by leading suffragists from many countries including Millicent Garrett Fawcett. Now known as the International Alliance of Women.
Lobbying	Seeking influence with politicians and policy makers.
Men's League for Opposing Women's Suffrage	Founded in 1909, merged with Women's Anti Suffrage League in 1910.
Militancy	Confrontational or violent methods in support of a political or social cause.
NUWSS	National Union of Women's Suffrage Societies. Formed in 1897. Believed in peaceful constitutional methods of gaining the vote. Did not break the law. By 1914 the NUWSS had around 480 societies and an estimated 53,000 members. Its colours were red, white and green
Procession	A number of people or vehicles moving forward in an orderly fashion, especially as part of a ceremony. Calmer than a demonstration, more of a celebration than a protest.
Reform Act	Generic term used for legislation concerning electoral matters. Refers to all the laws passed in the 19th and 20th Centuries which enfranchised new groups of voters.
Suffrage	The right to vote in elections. Also known as franchise. If you have the right to vote you are said to be enfranchised.
Suffragette	Word to describe a Suffragist who used confrontational or violent activities in their campaigning. Term coined by the Daily Mail in 1906 meant to belittle the activists but the women claimed it for their own.
Suffragist	A person advocating the extension of suffrage, especially to women.
The Vote	Newspaper of the WFL.
Votes for Women	Newspaper established in October 1907 by the WSPU in 1912, financed by the Petwick-Lawrence's. When they split from the WSPU, through

	fears it was becoming too violent they took the paper with them. WSPU then produced 'The Suffragette' instead.
Voting	A formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands.
WFL	Women's Freedom League. Originally members of the WSPU, they left and formed this new group in 1907. They believed in non-violent direct action such as refusing to pay their taxes.
Women's National Anti-Suffrage League	Campaigned against women's suffrage between 1908 and 1918. Campaigned against women's suffrage. Joined forces with the men's organisation in 1910. Published the Anti Suffrage Review.
WSPU	Women's Social and Political Union. Founded in 1903 as a breakaway group from the NUWSS by the Pankhursts because they believed the campaign needed to be more militant.
Campaigning	The legal and peaceful action taken by campaigners seeking to change the laws and constitutions of the country. Examples include: writing letters, talking to politicians, presenting petitions.

# Timeline

## **1832**

First Parliamentary Reform Act. Explicitly excludes women from voting.

First Women's Suffrage bill presented to the House of Commons by Henry Hunt MP.

## **1857**

Matrimonial Causes Act gave women the right to divorce their husbands.

## **1866**

First Women's Suffrage petition from 1,499 women, presented to parliament by John Stuart Mill.

## **1867**

Second reform Act passes.

Lydia Becker leads the formation of Manchester Women's Suffrage Committee. Formation of the London Suffrage Committee follows, with Millicent Garrett Fawcett one of the leaders.

## **1870**

Women were allowed to stand for election on School Boards.

## **1881**

Isle of Man becomes the first national Parliament to give women the right to vote in a general election.

## **1882**

The Married Women's Property Act gave a women rights over her own earnings and property.

## **1884**

Third Reform Act. Amendment proposed to include women – and is rejected.

## **1894**

Women with property qualifications could vote in local elections.

## **1897**

National Union of Women's Suffrage Societies (NUWSS) formed with twenty societies signing up in London and elsewhere. Millicent Garrett Fawcett is elected President.

From **1866 to 1902** peaceful agitation by NUWSS and others leads to numerous petitions, bills and resolutions going before the House of Commons. Some get a second reading, all are rejected.



### **1903**

Women's Social and Political Union (WSPU) formed in Manchester by Emmeline and Christabel Pankhurst because they felt that the NUWSS weren't exerting enough pressure of the political parties. Their 'Deeds not Words' slogan became an iconic message of the Women's Suffrage movement.

### **1905**

Militant campaign begins and the term Suffragette is coined to distinguish between peaceful campaigners and militant activists. Christabel Pankhurst and Annie Kenney are the first to be arrested and imprisoned.

### **1906**

WSPU moves to London. Liberal government returned by a landslide.

### **1907**

'Mud March'- NUWSS March from Hyde Park to Exeter Hall in the Strand – so-called because of the awful weather.

Women's Freedom League (WFL) is formed, led by Charlotte Despard, breaking away from WSPU.

### **1908**

Herbert Henry Asquith becomes Prime Minister.  
Mass Hyde Park rally by WSPU.

### **1909**

First hunger strikes by suffragettes. Marion Wallace-Dunlop was the first of many suffragettes to go on hunger strike. Forcible feeding introduced by prisons.

Formation of the National League for Opposing Women's Suffrage.

*A Pageant of Great Women* first performed at Scala Theatre.

### **1910**

'The Truce' is declared – an end to militancy as Conciliation Committee promotes Suffrage Bill which passes second reading.

Major rally in Hyde Park by NUWSS but suffrage bill thrown out by Asquith.  
Black Friday. 300 women march on House of Commons to be met by a wall of police. Violent clashes ensue.

### **1911**

**No Vote No Census protest** - As part of her campaign for universal Suffrage, Emmeline Pankhurst called on women to boycott the census to protest against the Liberal Government's reluctance to give women the vote. She urged passive protest whereby women who were at home on census night should refuse to complete the return (and risk a £5 fine or a month's imprisonment), or they should avoid the census altogether by making sure they were out of the house.

Further Truce with militants. New Conciliation Bill passes second reading with large majority, this was subsequently not passed at a later stage.

## **1912**

Mass window-smashing campaign. Labour Party supports Women's Suffrage in alliance with NUWSS.

Split in WSPU as Emmeline Pankhurst and Frederick Pethick-Lawrence are expelled after doubting the proposed arson campaign.

## **1913**

Speaker's ruling wrecked hopes of amendment to include women in Reform Bill. Militant bomb and arson campaigns express widespread fury.

'Cat and Mouse Act' introduced, women could then be temporarily released because of ill-health from hunger strike and then immediately re-arrested.

Emily Wilding Davison died from injuries received on Derby Day under the hooves of the King's horse. Huge funeral procession held in London.

## **1914**

Violent action continues.

Sylvia Pankhurst's East London Federation forced to split from WSPU because of focus on working class and her socialist beliefs and sympathies.

War is declared. Suffrage prisoners are released.

Emmeline and Christabel Pankhurst cease campaigning, support recruitment of soldiers and urge women to join the war effort.

Sylvia Pankhurst campaigns in the East End against war and for equal pay and rights for working women.

NUWSS under Millicent Garrett Fawcett declares 'unconditional co-operation with the Government'.

## **1914-1918**

Women's extensive involvement in war work – more information and further resources can be found on this great BBC website <http://www.bbc.co.uk/guides/z9bf9j6>

**1916**

Reform of electoral register to include men serving in the armed forces. Speaker's Conference arranged to discuss inclusion of women.

NUWSS lobbied politicians extensively throughout.

**1918**

Representation of the People Act includes a clause giving the vote to women over thirty who owned property.

**1928**

Women gain full suffrage!

Women were granted suffrage equal to men in 1928 under the Representation of the People (Equal Franchise Act) 1928. The age for women to vote was lowered to 21, and property qualifications reduced to the same as men.

## Part 1: Exploring the history of women's suffrage



Banner created by Houria Niati in collaboration with Southall Black Sisters banner and group and carried by participants at *PROCESSIONS*, London, 2018. Their banner features Indian Princess and Suffragette, Princess Sophia Duleep Singh.

### Activity 1: 'Adopt' a Suffragette or Suffragist

*Subject Links - English, Art & Design, Citizenship, History, Computing*

This is an individual or group research project based around a particular Suffragette or Suffragist.

Many women and men from up and down the country fought for the advancement of women. Much has been documented about the key women such as the Pankhurst sisters and Millicent Garrett Fawcett, but there were many regional women who played a pivotal role. Encourage your pupils/students to see if there is someone from your local area who is of interest.

In the box on the next page is a list of potential people to explore, or please use the websites listed at the end of this activity to research further key individuals. Choose one as a group or ask the pupils/students to pick one that interests them. Encourage the pupils/students to find answers to some or all of the following questions.

- Where and when were they born?
- Where did they campaign?
- What was their life like? Which class were they from?
- How were they involved in the cause?
- What were their main activities/achievements?
- Did you learn anything surprising about them?
- Many campaigners also cared and spoke about other issues; did they make a difference elsewhere?
- How influential were they?
- How big were the risks they took?
- What did they have to sacrifice?

**This research could culminate in:**

- A written piece of work such as a diary entry or life story
- A drawing, painting or sculpture of them or inspired by them
- A presentation to the rest of the class
- A display in the classroom or corridor

The British Women's Suffrage movement was almost exclusively white. Be inspired by women of colour by investigating the suffrage movements in other countries.

**How were their experiences different?**

**Lydia Becker:** Formed one of the first Women's Suffrage societies in Manchester.

**Eliza Mary Sturge:** Active member of Birmingham Society for Women's Suffrage.

**Edith Mansell Moullin:** Formed the Cymric Suffrage Union, a Welsh society based in London. It attempted to link Women's Suffrage with Wales and Welsh identity and sought to unite both Welsh men and women living in the capital to their cause.

**Rose Mary Crawshay:** From Merthyr signed the first women's Suffrage petition in 1866.

**Annie Kenney:** From Yorkshire. The only working-class woman to rise up the ranks of the WSPU.

**Sophia Duleep Singh:** Daughter of a Maharaja and goddaughter to Queen Victoria

**Kate Harvey:** Deaf, English Suffragist who participated in the Women's Tax Resistance League and was jailed for her refusal to pay tax if she was not allowed to vote.

**Isabella Tod:** Established the North of Ireland Society for Women's Suffrage in Belfast and linked it to the London Women's Suffrage Society. Tod travelled throughout Ireland addressing meetings on the suffrage issue.

**Rosa May Billinghurst:** Disabled suffragette, secretary of the Greenwich branch of WSPU.

**Janie Allan:** From Glasgow involved in the NUWSS, WSPU and WFL

### Men

Powerful men spoke up for the women's organisations by presenting the bills to Parliament and arguing for their cause, often risking their own political careers.

**Henry Nevinston:** Led a militant men's organisation Men's Political Union for Women's Enfranchisement (MPUWE).

**Frederick Pethwick Lawrence:** A wealthy barrister who represented the suffragettes in court. Funded the WSPU out of his own money and produced their newspaper.

**Keir Hardy MP:** Scottish socialist, politician, and trade unionist, first working-class socialist MP.

**John Stuart Mill MP:** Pushed the bill in 1866 and wrote *'The Subjection of Women'*.

## Some useful sites for your research include:

<http://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement/>

<https://suffragettes.nls.uk/>

<http://www.nationalarchives.gov.uk/help-with-your-research/research-guides/womens-suffrage/>

<https://www.nationaltrust.org.uk/features/women-and-power-exploring-womens-history-at-our-places>

<https://www.bl.uk/votes-for-women>

<https://www.museumoflondon.org.uk/museum-london/whats-on/votes-women-museum-london>

[https://museum.wales/welsh\\_womens\\_history/](https://museum.wales/welsh_womens_history/)

<https://museum.wales/articles/2018-02-01/Here-comes-the-Devil-Welsh-Suffrage-and-the-Suffragettes/>

<http://www.phm.org.uk/news/represent-voices-100-years-on/>

<https://www.wcml.org.uk/>

<https://www.nidirect.gov.uk/articles/suffrage#toc-0>

**Your school or local library may also have resources and old newspapers which will help you research local individuals from the woman's suffrage movement.**

## Activity 2: Private vs Public Sphere

Subject Links - PSHE, PE, Music



Banner created by Natasha Cossey in collaboration with Cardboard Citizens for *PROCESSIONS*, 2018.

Ask your pupils/students to write down in one column words they associate with men and in another, words they associate with women. They can do this individually, in pairs or you can do this as a whole group.

**Together look at these words and allow some time for discussion:**

- Do you agree with the column each word is in?
- Do they solely belong to just men or just women?
- Could any of the words go in both columns? Why?
- How do these words relate to men and women we know?



Explain that at the beginning of the 19<sup>th</sup> Century it was believed that men and women had very distinct purposes in life and they belonged to different spheres and different aspects of life. Men belonged in public and women in private. Stepping outside of these purposes and displaying qualities that weren't on their list was not something people did.

The type of words used to describe the public and private spheres in the 19<sup>th</sup> Century are in the box below.

<b>Men: Public</b>	<b>Women: Private</b>
Work	Home
Politics	Family
Reason	Emotion
Action	Passivity
Power	Submission
Independence	Dependence
Self-interest	Selflessness

Compare your list with the early 19<sup>th</sup> Century one. This is a good opportunity to discuss what some of the words mean. We can start to see where our idea of a stereotypical man or woman comes from!

**Have these attitudes changed? Discuss.**

## Activity 3: Ambitions

Subject links - History, English-Drama, PSHE



Banner created by Anne Forgan in collaboration with Coventry Artspace Partnerships, Foleshill Women's Training and The Weavers' Workshop for *PROCESSIONS*, 2018.

Ask the pupils/students to think of jobs/careers they would like to do when they are older. You can either divide the class into groups of 3 or more here or work as a whole group. Come back together so there's one master list to work from.

Explain to the pupils/students that in the early 19<sup>th</sup> Century women's lives were very restricted. They did not have the chance to do all the things that we can do today.

*In 1837 there were no girls' High Schools and no women were allowed to enter university. There were neither women nurses nor doctors. Married women had no right to their earnings or property; on marriage their husbands assumed control of both. Women had absolutely no rights over their children; husbands were the sole guardians. Apart from the Queen no woman was entitled to hold public office. There were no women's organisations per se.*

- Quote from *Suffragettes: The Fight for Votes for Women* by Joyce Marlow

**Invite the pupils/students to stand up and tell the whole group what jobs they had acted out. Discuss whether women would be permitted to do these jobs in the early 19<sup>th</sup> Century.**

An overall guide can be found here:

**<http://www.victorian-era.org/roles-of-women-in-the-victorian-era.html>**

**Things that were allowed:**

- Marriage
- Motherhood
- The Upper-class spent time organising tea parties, attending balls, embroidery, horse-riding
- Middle class women might work as a governess
- Working-class women carried out domestic service work, cleaning, washing, made things from home such as hats or other clothes or worked in farming.
- As the industrial revolution progressed, working-class women worked in coal mines, factories such as textile mills or on assembly lines. They did not earn as much as a man for doing the same job.
- Anything else was off limits to women.

Your pupils/students might have come up with jobs that were not invented in the early 19<sup>th</sup> Century e.g anything technology based, and that can lead to further discussion using the following questions:

- If we had the same attitudes towards gender today, would these technology jobs be off limit to women? Why?
- Are there industries that have very unequal numbers of men and women working in them? Do encourage numerical research here and see if it reflects their ideas.
- Are there still jobs that men and/ or women feel that they shouldn't do?
- What might that say about our gender expectations today?

## Activity 4: A Fair Democracy?

Subject Links - PSHE, History, Citizenship



Banner created by Omeima Mudawi-Rowlings in collaboration with ten hearing and eight deaf women in Brighton for *PROCESSIONS*, 2018.

This activity gives an approximate guide to the proportion of people who could actually vote in the 19<sup>th</sup> Century. It assumes that you have around 30 pupils/students in your group. If your group is smaller, try to scale it down or you could work as a whole year group or a couple of classes together. For example, 150 pupils/students = everything is x 5.

- Cut out squares of card or paper, i.e. 15 of white, 15 of red (the colours do not matter, as long as it's two different ones).
- On the white cards only:
  - Draw a circle on one of them.
  - Draw a triangle on another one of them.
  - Draw a square on another 3 of them.

- Draw a star on another 4 of them.

You should end up with 9 white cards with various shapes drawn on them and all the red ones plain.

Ask the pupils to pick a card from out of a hat so it's complete chance who gets what.

Explain to the group that you are going to have a vote on something. Choose something that will greatly affect them and they won't necessarily agree on, such as where to go on a trip or the subject of an extra lesson that is to be added to the timetable.

But, only those with a circle on their card get to choose. Ask those pupils/students to stand up and make a decision.

### **Is this fair? Why not?**

Explain that this is what it was like in the UK before 1832. Only the very wealthy, who owned certain types of property got to vote and send men (white cards) to Parliament to make the decisions on how the country was run.

Throughout the 19<sup>th</sup> century, laws were passed called 'The Reform Act' which slowly gave the vote to more men. Each time women asked to be included and they were refused.

- In 1832 the first Reform Act was passed and now approx. 1 in 7 men. Ask the child with the triangle on their card to stand up. Any fairer?
- In 1867 the 2nd Reform Act passed and the number of men permitted to vote rose. Ask the pupils with a square on their card to stand. Fair yet?
- In 1884 the 3rd Reform Act passed in parliament and 60% of men could now vote. Ask the pupils with a Star on their card to join the others. Is it fair now?

**Discussion:**

- If you were able to vote, how did you feel?
- If everyone else was able to vote, do you think the outcome would be the same?
- Why were the rich and powerful men reluctant to give the vote to women and to poor working-class men?

Women had few options in the 19<sup>th</sup> Century and no power to change that. To gain access to more opportunity they needed the laws to change, they needed the government to make decisions that included them and took into account their needs and the work that they did. Working-class women needed better working conditions and those women who paid taxes and owned property felt they should have a say in how their taxes were spent just like the men did.

*‘You see, if we can get the vote, we shall be able to vote for men to go to Parliament and make some decent laws for us poor women’*

- Quote from *Suffragette and Actress* by Maud Arncliffe Sennett

Do you notice anything strange about this statement by Maud Arncliffe Sennett writing to a suffragette’s son explaining why his mother has gone to prison? She couldn’t envisage a time when women might go to Parliament to make laws!

## Activity 5: WSPU, The Suffragettes and Militancy

*Subject Links - Drama, English, History*



The Hammersmith Women's Social and Political Union (WSPU) banner, C. 1910 – 1912. Photo by The Museum of London.

In 1903 Emmeline Pankhurst and others including her daughter Christabel broke away from the NUWSS and formed the WSPU - The Women's Social & Political Union. They felt the cause needed a firmer more direct approach than petitions and meetings and came up with the slogan 'Deeds not Words'.

- Just like the NUWSS, the WSPU continued to march and hold meetings and write and sell their newspaper 'Votes for Women'. They continued to collect signatures and present petitions to Parliament but were refused a meeting with authorities
- They began speaking out at public meetings, interrupting the speeches of politicians and trying anything that would get them attention. They would either get arrested for disruption or get into fights when being thrown out by the police
- The women would go to court and refuse to pay the fine even though some could afford it and they would be sent to jail
- Authorities refused to treat them like political prisoners and in protest the women refused to eat. Eventually they were force fed, a very painful procedure. One woman, Charlotte Marsh was force fed 139 times



- This all produced huge amounts of publicity for the cause, in newspapers and by word of mouth. People were outraged that women would be treated in this way
- Spurred on by this publicity, the WSPU became more and more militant, their acts growing in violence as the years progressed. Window smashing, bombs, arson and attacking politicians all became part of their campaign
- They had a policy of not wanting to hurt individuals but they caused a lot of damage
- They called these attacks 'outrages'

Take a look at this resource by the BBC to watch clips of some of the suffragettes talking about their militant actions: Under the heading 'Clickable: Dangerous Women': <http://www.bbc.co.uk/guides/zt3wmnb#zw6b9qt>

## Examples of specific Suffragette outrages:

1908 - Police had been placed in Parliament to prevent the women from reaching the door of the House. 20 women hid in a furniture van which drove up to the House of Commons, the doors opened and out they flew!

1908 - Flora Drummond led a group of suffragettes on a steam boat down the river Thames. When they approached the Houses of Parliament with all the MPs enjoying afternoon tea on the terrace, they unfurled a huge banner advertising the Hyde Park demo and inviting the MPs!

1908 - Miss New and Nurse Chew chained themselves to the railings outside 10 Downing Street and shouted 'Votes for Women' until the police could break their chains.

1909 - Two suffragettes, Miss Solomon and Miss McLellan, posted themselves to 10 Downing Street in an attempt to deliver a message personally to Prime Minister Herbert Asquith. At this time Post Office regulations allowed individuals to be 'posted' by express messenger.

1909 - Alice Chapin broke a glass bottle on one of the ballot boxes in a polling booth. She released a liquid that authorities said was corrosive but she claimed was not and she only wished to spoil the papers.

1913 - Kitty Marion and Clara Giveen set fire to the Grandstand at Hurst Park racecourse.

1914 - Various bombings and accounts of arson were recorded. Some of which can be found here. <http://www.heretical.com/suffrage/w-terror.html>

1914 - Emmeline Pankhurst had been rearrested and was being force fed in prison. Suffragette Anne Hunt, armed with a meat cleaver, entered the National Portrait Gallery and hacked away at a painting of one of its founders in protest. She was dubbed the '*fury with a chopper*'.

- Divide your pupils/students into groups of 5 or 6
- Either choose one outrage and explore the details as a class or get the groups to research one of their own choosing. They can easily look online for any images that appeared in newspapers at the time and accounts of the event to help their understanding
- Your pupils/students must create a television news report that might be broadcast if the outrage had happened today
- You might watch a few news reports first. What are the key things they need to include? Facts, witnesses, what are the questions raised, what will happen next? Opinion from studio guests
- Get the pupils/students to write down the key facts of their report to include

- Assign a studio presenter, an on-the-street reporter, witnesses to interview etc. Think about how those present would have felt about the women. Did their actions frighten people?

**Discussion:**

- Why did the Suffragettes turn to violent tactics?
- How effective was it?
- Were the Suffragettes right to be so militant and direct?

**There were 3 splits in 7 years. Why do you think the Suffragettes fell out with each other so much?**

Once the Suffragettes started burning down community buildings their support, particularly amongst the working class dwindled.

**Would you sympathise with their cause even if they burnt down a building in your local area?**

## Part 2: Democracy now!

### Activity 1: Discuss & Debate

*Subject Links - English, PSHE, Citizenship*



Banner was created by Paria Goodarzi and Helen de Main in collaboration with the Scottish Refugee Council for *PROCESSIONS*, 2018.

#### Questions for discussion in pairs, small groups or as a whole class:

- Do you think boys and girls are treated equally in 2018?
- Are there enough female politicians?
- Are there still people who can't vote now? (Homeless, prisoners & under 18s). Should this change?
- Are there reasons why people might not vote? (Apathy, infirm, too busy, don't think their vote counts for anything)

This can simply be kept at discussion level but could develop into a formal debate.

## 1.2

Explain to the class that a debate is based around a suggestion or motion. Motions which could be raised from the previous discussions could be;

- The voting age should be lowered to 16
- Prisoners should be able to vote
- There should be 50/50 split of male and female politicians

### **Can your pupils think of other motions to propose?**

- Present the motion to the class
- Divide pupils/students into teams of proposers and opposers. Ask them to research and write down arguments which either support or oppose the motion. This is where having the earlier discussions might help. You might wish to give some time to the preparation so they have a chance to develop their ideas
- In their teams they must decide who will speak first and who will sum up and divide their arguments amongst the group
- Assign a Speaker. This person chairs the debate but cannot take part or vote. You might do this to start with if they're new to debating
- You will also need to choose two 'Tellers' to count the votes

### **Explain to the class that we will be debating with the same rules they follow in the Houses of Parliament:**

- The debate is chaired by the Speaker, whose decision on all matters is final
- You can only speak ONCE during the debate. Your speech should be about two minutes long. If you can, develop an argument rather than making a single point
- But you can 'intervene' as many times as you like. To intervene is to ask a question about a point being made. E.g. Are those statistics up-to-date?

- You can use notes to help you with your speeches and make notes during the debate
- If you want to speak during the debate, you should catch the Speaker's eye by standing up as soon as someone has finished speaking. The Speaker will pick someone from those standing up
- If you spot someone breaking these rules you should tell the Speaker. This is called a point of order

**The debate is held in the following order:**

- The Speaker presents the motion
- The first proposer presents the arguments for the motion
- The first opposer presents the arguments against the motion
- One of the proposers presents their arguments for the motion
- An opposer presents their arguments against the motion
- This side-to-side motion continues until everyone on the team has had their say
- An opposer sums up their group's main argument
- A proposer sums up their team's main argument
- Name one side of the classroom the 'aye' wall and the opposite side the 'no' wall
- The Speaker re-reads the motion

**The vote:**

- Pupils/students vote to support or oppose the motion, depending on which they thought were the most convincing and well-constructed arguments. This may not necessarily be what they believe personally. The Speaker can't vote.
- They do so by going to the 'aye' or 'no' side of the classroom.
- The two tellers count up the votes (bodies), on either side of the room.
- The Speaker announces the result of the vote.

**Talk with the pupils/students about what makes a good debater:**

- Listening

- Persuasive language
- Writing your arguments down
- Practicing your speech
- Use a variety of speaking techniques a useful list can be found here:  
<https://www.bbc.com/education/guides/z2m3gk7/revision/4>
- Highlight key words
- Vary tone and volume
- For more information and ideas about UK politics, take a look at this Parliament UK resource page:  
<https://learning.parliament.uk/en/>

## Extension: Making a difference

*Subject Links - Drama, English, Music, Computing, Art & Design, PSHE*

Many women wanted the vote to be able to change society for themselves or for others. Without the support men, both in Parliament and out, the women wouldn't have even got their bills read or their petitions acknowledged. It was important that those with power and public profile spoke up for the cause and also stepped aside so the women themselves could speak.

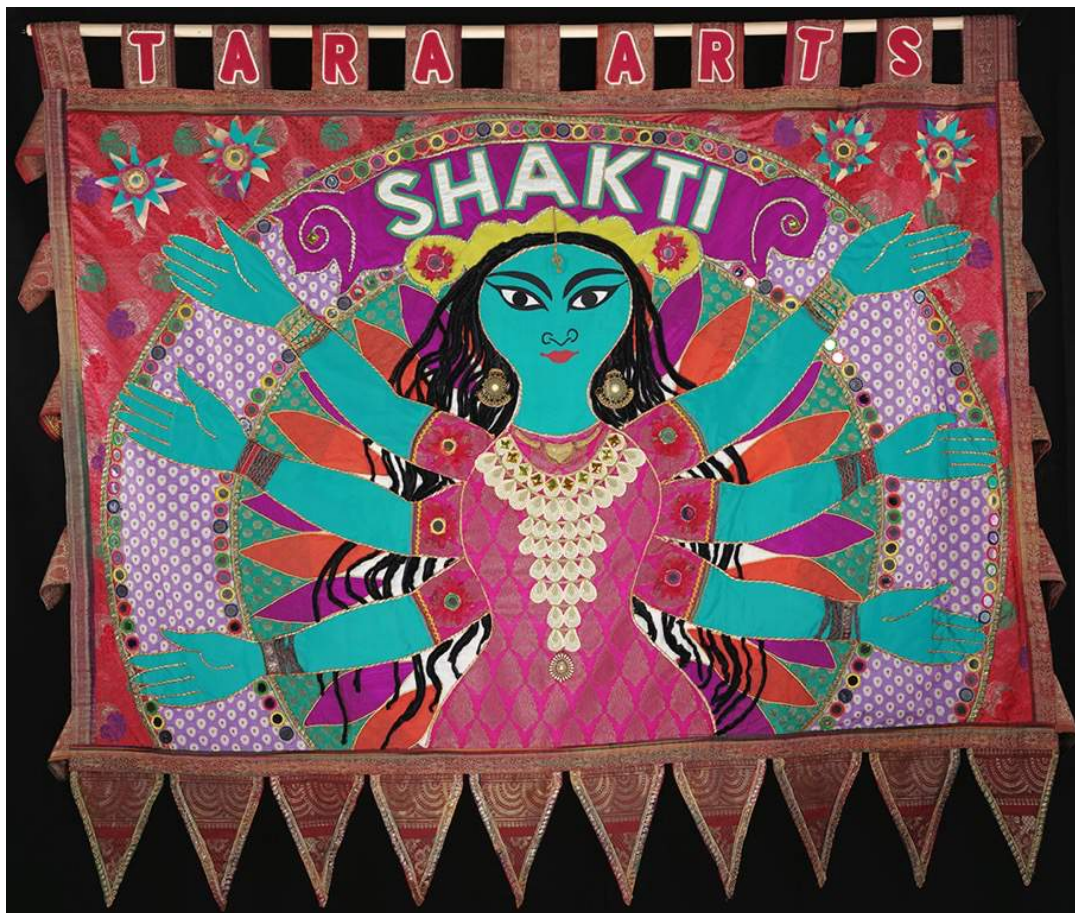
Can they think of any circumstances in school or home life where you might be able to speak up for someone who can't speak up for themselves?

If you said something, would you be listened to?

## Part 3: Banners

*Women Making History* is an exhibition displaying 100 banners created in workshops with 100 community groups from across the country for *PROCESSIONS*. The banners created echoes the practices of the Women's Suffrage campaign, and the banners made represent and celebrate the diverse voices of women and girls from different backgrounds.

The exhibited banners display deeply personal stories of women and their communities, each banner was created in a different way using lots of different techniques and materials. The Tara Arts' (London, England) banner (pictured below) used recycled saris donated by local women.



Banner was created by Madeline Herbert, Claudia Mayer, Surjeet Hussain in collaboration with Tara Arts and Tara volunteers and Angels for *PROCESSIONS*, 2018.





Banner created by Carolyn MacDougall in collaboration with Arts For All for *PROCESSIONS*, 2018.



Banner created by Heidi Soos in collaboration with Arts in Merkinch, Blazing Needles and Highland Multicultural Friends Sewing Group for *PROCESSIONS*, 2018.

## Make your own banner or flag



Suffragettes making banners and pennants for the procession to Hyde Park, 23 July 1910. Photo by LSE Women's Library.

The Suffrage banners were designed to engage, provoke and empower, your final banner should also express your ideas, concerns and hopes. What do you want to shout about?

### Ideas for content: What to put on your banner or flag/pennant

- All pupils/students to think of one thing that sums up their ideas, hopes and concerns in the 21<sup>st</sup> century and design their banner/flag/pennant using this as inspiration
- It might be: a personal object, an historical image, banner or textile, a picture in a magazine, paint colour charts, a piece of fabric, an example of embroidery, a photograph

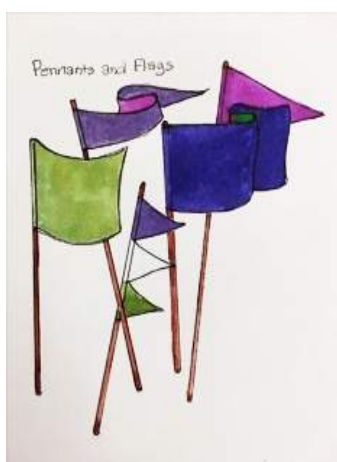
- Use the archive of *Women Making History* banners on the Bloomberg Connects app or Google Arts & Culture to explore the imagery, techniques and messages. Which one inspires your pupils?
- Use lyrics from songs or line from a poem
- Use the activities in Part 1 and 2 of this resource and make your banner about a particular woman, either from the Suffrage movement or from your research into local Suffrage figures.

## Designing and making your banner or pennant/flag

Please download our accompanying toolkits for a guide on how to make your banner or pennant/ flag:

<https://www.processions.co.uk/workshops/toolkits/>

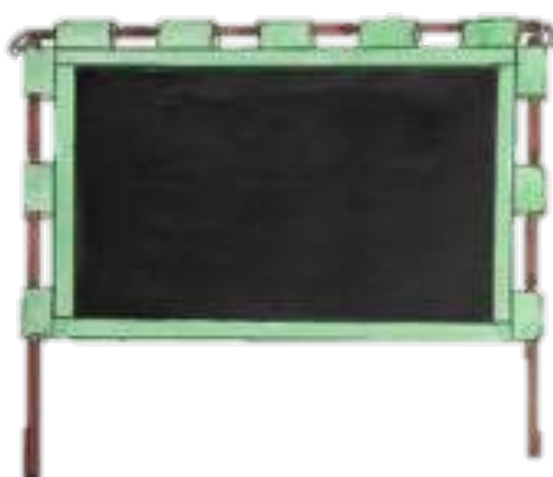
These toolkits are just a guide, so feel free to take what you need from them, get creative and adapt as you like!



**Pennants and flags**



**Single banner**



**Double banner**

**Why not...**

- Get creative and use only recycled materials sourced from charity shops, collect unwanted clothing and up-cycle table cloths and bedsheets to make your banner.
- Source and use objects and art equipment from the classroom
- Encourage parents and friends to make take part in workshops or make their own banners at home

## Colour symbolism

The “Green, White, Violet” of the Suffragette colours were interpreted by some as standing for, “Give, Women, Votes”. Using these colours was a new technique in branding and was hugely successful. It is often seen as the precedent for the use of political party colours we’re familiar with today. The suffragist colours, by contrast, reflected their broader movement: green, white and red or ‘Give Women Rights’.

The banners created as part of the protests and rallies used many colours and these had different symbolic meanings. Examples are below, perhaps you can incorporate some of these colours and meanings into your banner?

Black	power, mystery, triumph
Blue	loyalty, intelligence, trust
Brown	earth, stability, endurance
Dark Blue	integrity, knowledge
Green	hope, renewal
Grey	security, intelligence
Lavender	femininity, grace
Orange	enthusiasm, creativity

Pink	love, caring
Violet/Purple	dignity, power, ambition

*‘A banner is a thing to float in the wind, to flicker in the breeze, to flirt its colours for your pleasure, to half show and half conceal a device you long to unravel...Choose purple and gold for ambitions, red for courage, green for long cherished hopes.’*

- Quote by Mary Lowndes, suffragette, *from Banner & Banner-Making, 1909*

## Share images of your banners

We would love to see your work!

Please take photographs of your banners, pennants or flags and post them on social media using the hashtag **#WomenMakingHistory** and tag **@artichoketrust**



Thank you