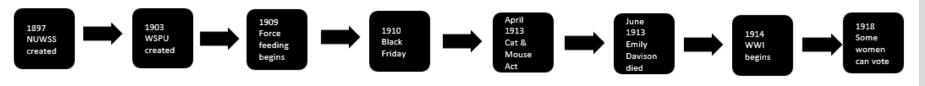


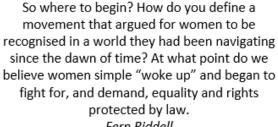
# Why did women gain the right to vote in 1918?



Key Word	Definition	
Asquith	British Prime Minister before WWI. Against female suffrage	
Emmeline Pankhurst	Leader of the WSPU – a violent movement	
Lloyd- George	British Prime Minister during WWI. Pro female suffrage	
Militant	Use of violence to draw attention to votes for women	
Millicent Fawcett	Leader of the NUWSS – a non violent movement	
Suffragette	Another name for the WSPU	
Suffragist	Another name for the NUWSS	
War Work	Nursing, ammunition factories, police women etc	



If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



Fern Riddell







Women were seen as inferior to men. They had little rights over their children and found it difficult to get a divorce. They did not receive equal education, so could not work in high paying jobs.



The NUWSS used peaceful methods to try and get women the vote. They used petitions and marches as well as trying to influence Members of Parliament to introduce Private Member Bills which could become



The WSPU used much more violent tactics. They heckled MPs, smashed windows and went on hunger strike which led to force feeding. In 1914 they launched a bombing and arson campaign in the UK



During the war women worked as nurses and in factories producing weapons and ammunition for the war. They also replaced men working in all other jobs e.g. as policewomen, coal delivery etc



In 1918 the Representation of the Peoples' Act was passed. This gave wealthy women over the age of 30 the vote. However, it was a compromise as all men had been enfranchised.







https://m.youtube.com/watch ?v=AJBWv-irJhQ





http://www.versushistory.c om/podcasts.html Episode #12







# Writing good History: Key skills

Chronology
The order in which
events happen.
The big "story".

Change/Continuity
Whether things have
changed or
remained the same
over time.

Similarity/Difference
What events or
situations have in
common, and how
they are different.

Cause
The reasons that
something happenslong term or trigger
cause.

Consequence
Things that happen
as a result of an
event. Can be good
or bad.

Significance
Whether an event is
important or not. The
impact it has had on
people. How it has
changed the world.

Sources
Information that comes
from the time studied,
or that was produced
by someone who was
there at the time.

Interpretations
The views of people
who were not there
at the time but
have researched
the event.

#### EXTENDED WRITING: What do I need to know?



Make sure you include more than once cause when asked to explain WHY something happened.



If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.



Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.



Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?



Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

### Suggested Vocabulary: What do I need to know?

To show importance	To agree/disagree	Linking points
The primary reason	The evidence supports the view that	This meant that
The most significant cause	This view is convincing because	The impact of this was
A crucial role was played by	One reason to agree is	In addition to this
Of lesser importance was	An alternative view is	This acted as a catalyst for
A key factor was	A less supported view is	This led to
The fundamental cause	A less convincing argument is	An immediate consequence was
A less significant reason	It is clear that	Long term this was significant because





Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!



Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of he source. Does the source SUPPORT or CHALLENGE your own knowledge?



Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?



If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION



Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.







### USING INTERPRETATIONS: What do I need to know?



When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.



If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?

To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?



You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?



Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?