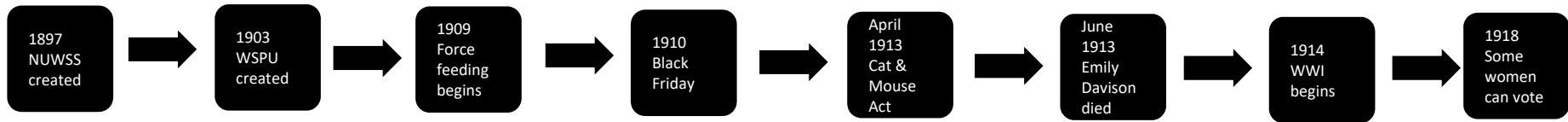
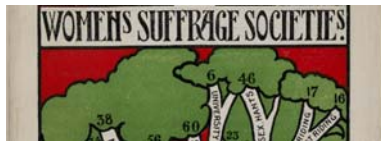


Why did women gain the right to vote in 1918?



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

So where to begin? How do you define a movement that argued for women to be recognised in a world they had been navigating since the dawn of time? At what point do we believe women simply “woke up” and began to fight for, and demand, equality and rights protected by law.
Fern Riddell



What do I need to know?	
	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 law.
	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.

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

READ
<https://www.historyextra.com/period/20th-century/emily-davison-the-suffragette-martyr/>

SCAN ME

WATCH
<https://m.youtube.com/watch?v=AJBWy-irJhQ>

SCAN ME

LISTEN
<http://www.versushistory.com/podcasts.html>
 Episode #12

SCAN ME

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 happens- long 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.

USING SOURCES: What do I need to know?	
	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 the 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.

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...





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?





How do I use my knowledge organiser if I am isolating at home?




Task 2: 
Use the timeline to create your own illustrated version of a timeline.

Task 1: 
Learn how to spell all the key words correctly. Use the Read, Write, Cover, Check method or get someone else to give you a spelling test. Then write a paragraph which includes all the words.

Task 3: 
What is this picture of? Find out as much as you can about the person and the event. Why do you think this is an important part of History?


Task 6: 
Read the historian's opinion. Do you agree or disagree with it? Can you give some reasons why?

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What do I need to know?


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WATCH  <https://www.youtube.com/watch?v=10wv8P1Q>

LISTEN  <http://www.womenshistory.org/podcasts.html> Episode #12

Task 5: 
Complete the read, watch, listen activities. Write down 5 bullet points from each that you found interesting or thought were important

Task 4: 
Use the "What do I need to know?" box and turn it into a mind map. Can you find or remember any additional information to include?