

New Higher  
History  
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Question  
Booklet.  
TGS  
J Davidson.



## Chapter 2 : Why did women gain the right to vote?

In the late 19th and early 20th centuries, Britain went through huge social, economic and political changes. The campaign for women's rights, and in particular, their right to vote, must be seen within the context of these changes. Attitudes by the ruling elite were changing between the 1850s and 1928, not only towards working class men, but to women as well.

In 1850 women held subservient social and economic positions in

society. They were the property of the a male dominated world. Women hard a hard, long, uphill struggle to convince men they were worthy of the vote and a more equal place in society.

This chapter will describe the position of women at his time and recount their struggle for women's rights.

Employment, trade union membership, marriage, the family and education will all have be considered in

this fascinating episode in British history.

## Different spheres and why did women want the vote?

**Using the textbook, *Britain&Scotland and Germany*, Chapter 2, answer the following:**

- 1) Give some descriptions of mid-nineteenth century attitudes towards women.
- 2) Describe the different 'spheres' that men and women were supposed to operate in.
- 3) What was Sarah Sewell's opinion of 'the profoundly well educated woman'?
- 4) Using the paragraphs above source 2.2 on p.28, summarise societies' attitudes towards women in the 1850s.
- 5) Look at source 2.2. Describe what you see and make a guess at the message of the cartoon.
- 6) What reply did women get when they asked for a change in attitudes?

### **Changing society**

- 1) What point was Millicent Fawcett making during a parliamentary debate in 1912?
- 2) Write a two sentence summary of the message of the poster shown in Source 2.3.
- 3) Summarise the changes to the position and rights of women in the late 19th century using the information on p.29 and the top of p.30.
- 4) What were the overall effects of these developments on the male attitudes towards women?
- 5) Copy Martin Pugh's quote, noting where the quote came from.

### **Why did women want the vote?**

- 1) Why was it important for women to get the vote?
- 2) Was it only one group that fought for woman's suffrage and did they all agree on who should get the vote?

### **The differing motives**

- 1) Describe the different motives the various groups of women had for getting the vote. Go through all the different classes describe on pp.31-32.
- 2) Copy the short concluding sentence on p. 32.

### **Extension:**

- Complete the activities on p.32

# The importance of the different campaigning groups

## The role of the NUWSS

- 1) What was the approach of the NUWSS and what name did they get?
- 2) What misconception is there about the effectiveness of the NUWSS?
- 3) List some of their tactics.
- 4) Describe some of their achievements
- 5) Why did the Liberals feel a change in women's political status was needed?
- 6) Why would a Suffragette decide to join the Suffragists?

3) Look back at Martin Pugh's quote on the bottom of p.33 and, taking into consideration Pugh's quote on p.37, why do people give the Suffragettes the credit for gaining women the vote when it clearly wasn't the case?

4) Sum up the situation of the Suffragettes by 1914 and explain why The Pankhurst's campaign of violence can be blamed.

## The WSPU - the Suffragettes

- 1) Who formed the WSPU and why?
- 2) What would be a positive and a negative consequence of using violence for the women's campaign?
- 3) Why did the Suffragettes declare 'war' on the Liberal government of 1906?
- 4) Give some examples of the violent tactics used by the Suffragettes.
- 5) What was the purpose if the hunger strikes?
- 6) Describe how the women were treated in Perth prison.
- 7) Outline what the 'Cat and Mouse Act' was.
- 8) How does the textbook sum up this section?

### Extension work:

Complete a spider diagram which gives as many factors as you can find to answer to; *How important were the Suffragettes in the campaign for votes for women?*

## How important were the Suffragettes?

- 1) According to the textbook, what can easily be argued regarding the success of the Suffragettes?
- 2) What reason does Lord Robert Cecil give for the Suffragettes losing support?

# The importance of the Great War

1) What approach did the WSPU take when war started in August 1914?

2) Write a short summary of the war work women did.

3) The textbook raises three questions on p. 39: *Did women get the vote because of their war work?; Was political stability the reason?; Was some change made in order to prevent even greater demands?* Write a half page conclusion which will draw together all the points raised under the three questions raised on p.39. (Use p.21 to help you.)

## The vote at last

1) Define the terms of the 1918 Representation of the People Act. (You will need to use pp 39-40)

## Equal voting rights

1) Explain why many women were not happy with the 1918 Representation of the People Act.

2) When were women given the same voting rights as men?

## Concluding summing up

Write a paragraph which answers this question:

*Why were women given the vote?*

Make sure you include all reasons - not just the work of the Suffragettes/Suffragists - so you will have to go back to Chapter 1.

## Essay Practice

Your teacher will give you a suitable essay title for you to write up at home. This essay should be a maximum of three sides and should be something you could write in 40 minutes. (Your next essay will be done in class in 40 minutes using a basic essay plan.)

You will given a date to hand it in and it will be mark according to SQA marking criteria.