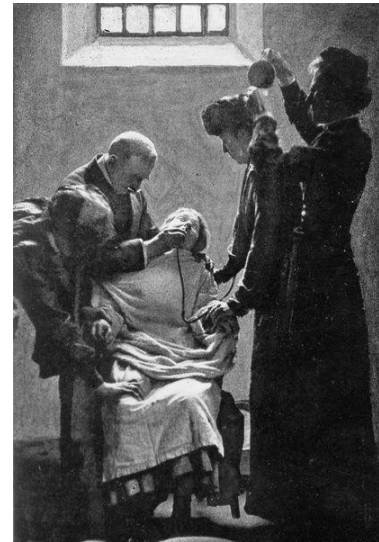


# History retrieval practice booklet

Year 9

Women's Suffrage



Name:

---

History teacher:

---

Tutor group/room:

---

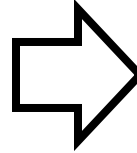
Homework day:

---

# How we complete home study



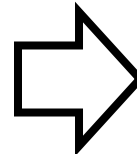
1. Complete the retrieval activity which you have been set on scrap paper. Make sure you **cover up the answers** and the **knowledge organiser** and that you complete the answers **from memory**. Attempt **every question**.



Scientific research suggests that you can remember things better over a long period of time if you spend time retrieving them from your long-term memory without support, even if you get the answers wrong and then correct them. This is called the testing effect.



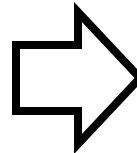
2. Mark and **correct** your answers using green pen.



You need to be aware of what you have got wrong so you don't accidentally embed misconceptions. Scientific research suggests that attempting a question, getting it wrong, and then correcting your answer is better than not attempting a question and then just reading the correct answer.



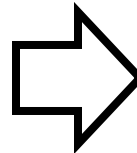
3. Go back to the **knowledge organiser** to strengthen your knowledge for any questions you answered incorrectly.



Reading the knowledge organiser after a retrieval activity will strengthen your understanding and allows you to make connections between pieces of information. This will make pieces of information easier to remember.



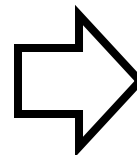
4. Fill in your score on the '**Track your scores**' page.



Tracking your scores allows you to see where you need to improve and where you have made progress. This will make it much easier for you to revise on your own and will allow teachers to easily see how they can help you.



5. Bring the scrap paper you have used with you to your Humanities lesson.



Teachers need to see that you have completed your home study and that you have completed it to a high standard. Checking your answers also allows teachers to collect information on any topics which you are finding difficult or where you might need further support.

# Track your scores!

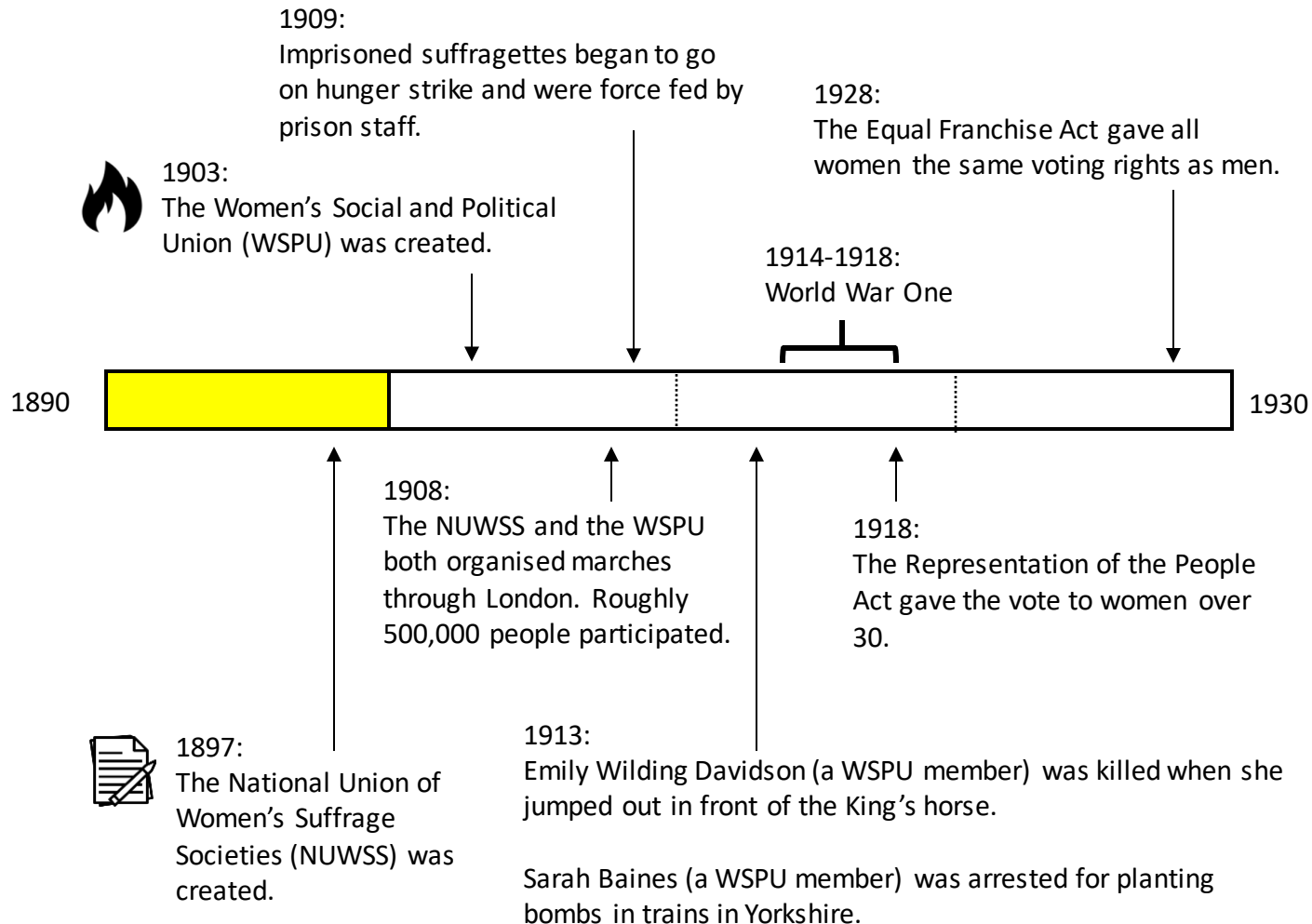
Use these tables to track how your retrieval of key information improves over time and to identify which areas you need to focus on.  
Remember: you don't have to get 100% straight away!

	1	2	3	4	5
1. Key events in the fight for women's suffrage					
a.					
b.					
c.					
d.					
2. Women's suffrage groups					
a.					
b.					
c.					
3. Government response to suffrage campaigning					
a.					
b.					

## History Knowledge Organiser: Women's Suffrage

### 1. Women's suffrage timeline:

- Until the 20<sup>th</sup> century, only men could vote in elections. Even then, only a small percentage of men could vote.
- Suffrage was expanded in the 19<sup>th</sup> century. However, women were still unable to vote.
- Because women were unable to vote, many laws discriminated against women.
- In the late 19<sup>th</sup> century and the early 20<sup>th</sup> century, many people in the United Kingdom began to fight for suffrage to be extended to women.



### Keywords:

#### **suffrage:**

The right to vote in elections

#### **suffragette:**

A member of the WSPU

#### **the franchise:**

The right to vote in elections

#### **hunger strike:**

Refusing to eat as an act of protest

#### **to force feed:**

To force a person or animal to eat, often by putting food into the stomach through a tube down the throat

#### **Act:**

A written law

## Retrieval practice: 1. Women's suffrage timeline

### a. Quiz questions:

1. What is the definition of suffrage?
2. Give one group which was unable to vote until the 20<sup>th</sup> century.
3. How was not being able to vote reflected in many of the laws which were created in the 19<sup>th</sup> century?
4. Give two organisations who fought for women's suffrage in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.
5. What is an Act?
6. When was the vote first given to women over 30?
7. When were women given the same voting rights as men?
8. Which women's suffrage group was formed first: the WSPU or the NUWSS?

### c. Chronology practice:

Put the following events in order, earliest first.

- a. Imprisoned suffragettes began to go on hunger strike and were force fed by prison staff.
- b. The Representation of the People Act gave the vote to women over 30.
- c. The Women's Social and Political Union (WSPU) was created.
- d. The Equal Franchise Act gave all women the same voting rights as men.
- e. World War One
- f. The National Union of Women's Suffrage Societies (NUWSS) was created.
- g. Emily Wilding Davidson (a WSPU member) was killed when she jumped out in front of the King's horse.
- h. The NUWSS and the WSPU both organised marches through London. Roughly 500,000 people participated.

### b. Gap fill:

Until the a. \_\_\_\_\_ century, women could not vote. Even then, very few men could vote, despite the introduction of laws to extend b. \_\_\_\_\_ in the 19<sup>th</sup> century. Because women were unable to vote, many laws c. \_\_\_\_\_ against women.

In the late d. \_\_\_\_\_ and early e. \_\_\_\_\_ centuries, two groups were created which fought for women's f. \_\_\_\_\_. These groups were called The National Union of g. \_\_\_\_\_ and The Women's h. \_\_\_\_\_. These names were often shortened to the NUWSS and the WSPU. The i. \_\_\_\_\_ was formed first in j. \_\_\_\_\_ and was shortly followed by the k. \_\_\_\_\_ in l. \_\_\_\_\_.

Women over the age of m. \_\_\_\_\_ were eventually given the vote in n. \_\_\_\_\_, the same year as the end of o. \_\_\_\_\_. Women were given the same voting rights as men in p. \_\_\_\_\_, with the q. \_\_\_\_\_ Act.

### d. Dates practice:

Give the years of the following events:

1. The creation of the NUWSS
2. The creation of the WSPU
3. The NUWSS and the WSPU both organised marches through London. Roughly 500,000 people participated.
4. Imprisoned suffragettes began to go on hunger strike and were force fed by prison staff.
5. Emily Wilding Davidson (a WSPU member) was killed when she jumped out in front of the King's horse.
6. The Representation of the People Act gave the vote to women over 30.
7. The Equal Franchise Act gave all women the same voting rights as men.

## Retrieval practice: 1. Women's suffrage timeline (ANSWERS)

### a. Quiz questions:

1. The right to vote in elections
2. Women
3. Many laws discriminated against women.
4. The National Union of Women's Suffrage Societies (NUWSS) and the Women's Social and Political Union (WSPU)
5. A written law
6. 1918
7. 1928
8. The NUWSS

### c. Chronology practice:

Put the following events in order, earliest first. **FCHAGEBD**

- a. Imprisoned suffragettes began to go on hunger strike and were force fed by prison staff.
- b. The Representation of the People Act gave the vote to women over 30.
- c. The Women's Social and Political Union (WSPU) was created.
- d. The Equal Franchise Act gave all women the same voting rights as men.
- e. World War One
- f. The National Union of Women's Suffrage Societies (NUWSS) was created.
- g. Emily Wilding Davidson (a WSPU member) was killed when she jumped out in front of the King's horse.
- h. The NUWSS and the WSPU both organised marches through London. Roughly 500,000 people participated.

### b. Gap fill:

Until the a. **20th** century, women could not vote. Even then, very few men could vote, despite the introduction of laws to extend b. **suffrage/the franchise** in the 19<sup>th</sup> century. Because women were unable to vote, many laws c. **discriminated** against women.

In the late d. **19th** and early e. **20th** centuries, two groups were created which fought for women's f. **suffrage**. These groups were called The National Union of g. **Women's Suffrage Societies** and The Women's h. **Social and Political Union**. These names were often shortened to the NUWSS and the WSPU. The i. **NUWSS** was formed first in j. **1897** and was shortly followed by the k. **WSPU** in l. **1903**.

Women over the age of m. **30** were eventually given the vote in n. **1918**, the same year as the end of o. **World War One**. Women were given the same voting rights as men in p. **1928**, with the q. **Equal Franchise Act**.

### d. Dates practice:



Give the years of the following events:

1. The creation of the NUWSS = **1897**
2. The creation of the WSPU = **1903**
3. The NUWSS and the WSPU both organised marches through London. Roughly 500,000 people participated. = **1908**
4. Imprisoned suffragettes began to go on hunger strike and were force fed by prison staff. = **1909**
5. Emily Wilding Davidson (a WSPU member) was killed when she jumped out in front of the King's horse. = **1913**
6. The Representation of the People Act gave the vote to women over 30. = **1918**
7. The Equal Franchise Act gave all women the same voting rights as men. = **1928**

## History Knowledge Organiser: Women's Suffrage

### 2. Women's suffrage groups:

- In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, two groups formed which fought for women's **equality** and **suffrage**.
- Although these groups both fought for women's equality and suffrage, they use drastically different tactics: the NUWSS used peaceful and legal methods, whereas the WSPU was willing to use **militant** tactics.

	 <p><b>The Women's Social and Political Union (WSPU)</b></p>	 <p><b>The National Union of Women's Suffrage Societies (NUWSS)</b></p>
<b>Other names</b>	The Suffragettes	The Suffragists
<b>Members</b>	Roughly 2000 by 1914	Roughly 100,000 by 1914
<b>Key individuals</b>	<ul style="list-style-type: none"> <li>- Emmaline and Christabel Pankhurst (founders)</li> <li>- Sarah Baines (activist)</li> <li>- Emily Wilding Davidson (activist)</li> <li>- Kitty Marion (activist)</li> </ul>	<ul style="list-style-type: none"> <li>- Millicent Fawcett (founder)</li> </ul>
<b>Tactics</b>	<ul style="list-style-type: none"> <li>- Propaganda (such as the WSPU newspaper)</li> <li>- Demonstrations and marches</li> <li>- Vandalism</li> <li>- Arson</li> </ul>	<ul style="list-style-type: none"> <li>- Propaganda</li> <li>- Petitions to Parliament</li> <li>- Public meetings</li> </ul>
<b>Key events</b>	<ul style="list-style-type: none"> <li>- Kitty Marion was arrested for <b>throwing a brick</b> through a post office window in 1909.</li> <li>- Emily Wilding Davidson <b>threw herself under the King's horse</b> during a race at the Derby in 1913.</li> <li>- Sarah Baines, her husband, and her son were arrested for <b>planting bombs</b> with suffragette propaganda on trains in Yorkshire in 1913.</li> </ul>	

### Keywords:

#### **militant:**

Using violent methods in support of a cause

#### **propaganda:**

Information or media which are designed to promote a particular view

#### **vandalism:**

The deliberate damage to or destruction of someone else's property

#### **arson:**

The act of deliberately setting fire to property

#### **the Derby:**

A famous English horse race

#### **petition:**

A document, usually signed by many people, which is a request for a government or organisation to act

## Retrieval practice: 2. Women's suffrage groups

### a. Quiz questions:

1. What types of methods did the NUWSS use to fight for women's suffrage?
2. What types of methods did the WSPU use to fight for women's suffrage?
3. What was the name commonly used for members of the NUWSS?
4. What was the name commonly used for members of the WSPU?
5. Which group had the larger membership: the NUWSS or the WSPU?
6. Who was the founder of the NUWSS?
7. Who were the founders of the WSPU?
8. Give examples of three activists who were WPSU members.
9. Give one method which both the NUWSS and the WPSU used to fight for women's suffrage.
10. Give one method which only the WSPU used to fight for women's suffrage.
11. Why was Kitty Marion arrested in 1909?
12. How did Emily Wilding Davidson die in 1913?
13. Why was Sarah Baines arrested in 1913?

### b. Gap fill:

In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, two groups formed which fought for women's a. \_\_\_\_\_. These groups were called the National Union of Women's Suffrage Societies (the b. \_\_\_\_\_), also known as the c. \_\_\_\_\_ and the Women's Social and Political Union (the d. \_\_\_\_\_), also known as the e. \_\_\_\_\_.

These two groups used different tactics. The f. \_\_\_\_\_ focused on legal methods to achieve their goals, such as producing g. \_\_\_\_\_ in favour of women's suffrage and sending h. \_\_\_\_\_ to Parliament. The i. \_\_\_\_\_ also made j. \_\_\_\_\_ in favour of women's suffrage, but also used violent tactics, such as k. \_\_\_\_\_ and l. \_\_\_\_\_. One of famous example of violence used by the m. \_\_\_\_\_ was when n. \_\_\_\_\_ was arrested in 1909 for throwing a brick through a post office window or when o. \_\_\_\_\_ was arrested in 1913 for planting p. \_\_\_\_\_ on q. \_\_\_\_\_ in Yorkshire.

In the modern day, most people remember the suffragettes as the group which fought for women's suffrage. However, the r. \_\_\_\_\_ actually had many more members than the s. \_\_\_\_\_

### c. Individuals practice:

Name the individual.

1. A suffragette who arrested for throwing a brick through a post office window in 1909
2. The founders of the WSPU
3. The founder of the NUWSS
4. A suffragette who was arrested for planting bombs on trains in Yorkshire
5. A suffragette who was killed after they jumped out in front of the King's horse



## Retrieval practice: 2. Women's suffrage groups (ANSWERS)

### a. Quiz questions:

1. Peaceful and legal methods
2. Violent methods
3. suffragists
4. suffragettes
5. The NUWSS
6. Millicent Fawcett
7. Emmaline and Christabel Pankhurst
8. Kitty Marion, Sarah Baines, and Emily Wilding Davidson
9. Marches and demonstrations and suffrage propaganda
10. Arson or vandalism
11. Kitty Marion threw a brick through a post office window.
12. Emily Wilding Davidson died when she jumped out in front of the King's horse at a horse race.
13. Sarah Baines was arrested for planting bombs on trains in Yorkshire with suffragette propaganda.

### b. Gap fill:

In the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, two groups formed which fought for women's a. **suffrage**. These groups were called the National Union of Women's Suffrage Societies (the b. **NUWSS**), also known as the c. **suffragists** and the Women's Social and Political Union (the d. **WSPU**), also known as the e. **suffragettes**.

These two groups used different tactics. The f. **NUWSS/suffragists** focused on legal methods to achieve their goals, such as producing g. **propaganda** in favour of women's suffrage and sending h. **petitions** to Parliament. The i. **WSPU/suffragettes** also made j. **propaganda** in favour of women's suffrage, but also used violent tactics, such as k. **vandalism** and l. **arson**. One of famous example of violence used by the m. **WSPU/suffragettes** was when n. **Kitty Marion** was arrested in 1909 for throwing a brick through a post office window or when o. **Sarah Baines** was arrested in 1913 for planting p. **bombs** on q. **trains** in Yorkshire.

In the modern day, most people remember the suffragettes as the group which fought for women's suffrage. However, the r. **NUWSS** actually had many more members than the s. **WSPU**

### c. Individuals practice:

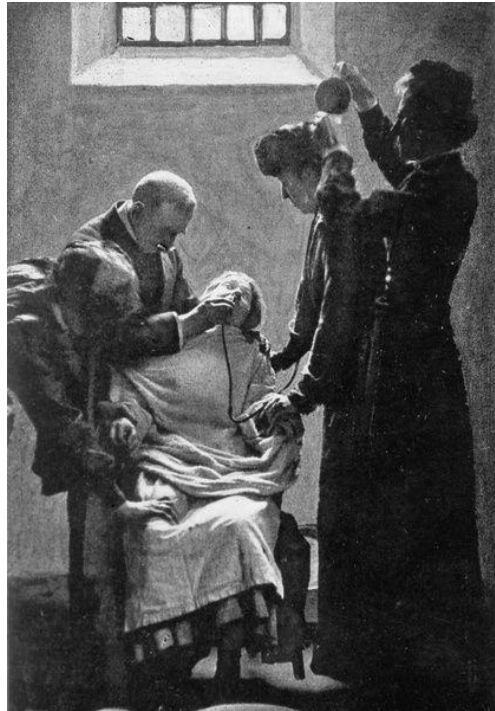
Name the individual.

1. A suffragette who arrested for throwing a brick through a post office window in 1909 = **Kitty Marion**
2. The founders of the WSPU = **Emmaline and Christabel Pankhurst**
3. The founder of the NUWSS = **Millicent Fawcett**
4. A suffragette who was arrested for planting bombs on trains in Yorkshire = **Sarah Baines**
5. A suffragette who was killed after they jumped out in front of the King's horse = **Emily Wilding Davidson**

## History Knowledge Organiser: Women's Suffrage

### 3. Government response to suffrage campaigning:

- Many members of the WSPU (suffragettes) and other women's suffrage campaigners were **arrested** and then **imprisoned** because of the actions they used to fight for women's suffrage.
- Many suffragettes went on **hunger strike** while they were in prison as an act of protest.
- In order to keep these women alive and to stop them from becoming **martyrs**, prison staff would often **force feed** women who had gone on hunger strike.
- Force feeding was an extremely violent and dangerous process which would often leave women with physical and mental damage.
- Because force feeding was often unsuccessful and because many women became extremely weak from going on hunger strike, the government created the **Cat and Mouse Act** in 1913.
- The Cat and Mouse Act allowed women to be released from prison to recover when they became ill.
- For many suffragettes, the Cat and Mouse Act gave them the opportunity to avoid long prison sentences and to continue fighting for women's suffrage.



### Keywords:

#### **hunger strike:**

Refusing to eat as an act of protest

#### **martyr:**

A person who has suffered or died because of their beliefs and who is often admired because of their suffering or death

#### **to force feed:**

To force a person or animal to eat, often by putting food into the stomach through a tube down the throat

#### **Act:**

A written law

#### **suffrage:**

The right to vote in elections

### Retrieval practice: 3. Government response to suffrage campaigning

#### a. Quiz questions:

1. How did many women protest against being imprisoned for their actions fighting for women's suffrage?
2. What does it mean to force feed someone?
3. What is a martyr?
4. Give two reasons why prison staff often force fed women who were imprisoned during the suffrage movement.
5. Give two reasons why many people objected to force feeding.
6. Give one method, other than force feeding, which the government used to avoid women dying when they went on hunger strike in prison.
7. What was the Cat and Mouse Act?
8. When was the Cat and Mouse Act created?
9. Why did the Cat and Mouse Act often serve to suffrage campaigners' advantage?

#### b. Gap fill:

While campaigning for women's a. \_\_\_\_\_, many women were b. \_\_\_\_\_ and c. \_\_\_\_\_. In order to fight against their imprisonment, many women chose to go on d. \_\_\_\_\_ in order to force the government to e. \_\_\_\_\_ them or to appear as f. \_\_\_\_\_ to the public.

In order to stop women dying while in prison, prison staff often g. \_\_\_\_\_ women by forcing food into their stomachs using a h. \_\_\_\_\_. This process was often i. \_\_\_\_\_ and caused severe physical and mental j. \_\_\_\_\_ to the women who endured it.

Because many imprisoned suffrage campaigners became extremely weak or unwell while they were in prison, the government created the k. \_\_\_\_\_ in l. \_\_\_\_\_. This law allowed women to be m. \_\_\_\_\_ from prison so that they could n. \_\_\_\_\_.

For many suffrage campaigners, the Cat and Mouse Act allowed them to o. \_\_\_\_\_ long prison sentences and p. \_\_\_\_\_ to fight for women's suffrage.

### Retrieval practice: 3. Government response to suffrage campaigning

#### a. Quiz questions:

1. Many women went on hunger strike.
2. To force a person to eat, often by putting food into the stomach through a tube down the throat
3. A person who has suffered or died because of their beliefs and who is often admired because of their suffering or death
4. Prison staff wanted to keep the women in prison alive and wanted to stop them from becoming martyrs.
5. Force feeding was violent and often caused physical and mental damage to the women who were force fed.
6. The Cat and Mouse Act
7. The Cat and Mouse Act allowed women who had become weak from going on hunger strike to be released from prison so they could recover.
8. 1913
9. Many suffrage campaigners used the Cat and Mouse Act to avoid long prison sentences and to continue to fight for women's suffrage.

#### b. Gap fill:

While campaigning for women's a. suffrage, many women were b. arrested and c. imprisoned. In order to fight against their imprisonment, many women chose to go on d. hunger strike in order to force the government to e. release them or to appear as f. martyrs to the public.

In order to stop women dying while in prison, prison staff often g. force fed women by forcing food into their stomachs using a h. tube. This process was often i. unsuccessful and caused severe physical and mental j. damage to the women who endured it.

Because many imprisoned suffrage campaigners became extremely weak or unwell while they were in prison, the government created the k. Cat and Mouse Act in l. 1913. This law allowed women to be m. released from prison so that they could n. recover.

For many suffrage campaigners, the Cat and Mouse Act allowed them to o. avoid long prison sentences and p. continue to fight for women's suffrage.