

Year 9 Assessment on the Suffragettes

Knowledge & Understanding:

1. Give two reasons to explain WHY women wanted to have the right to vote. (2)
2. Who was the leader of the Suffragettes ? (1)
a) Sylvia Pankhurst b) Emmeline Pankhurst c) Christabel Pankhurst
3. The first way that the 1. _____ protested was by using meetings and 2. _____. This method had very little 3. _____ so instead the 4. _____ used more 5. _____ tactics. This meant that they were 6. _____ windows and burning houses. Some women went on 7. _____ strike and as a result they were 8. _____ -fed. (4)

force suffragettes militant hunger success petitions smashing

4. The motto of the Suffragettes was 'Deeds (action) not Words'. Explain what this means, using your own words and examples. (2)
5. What year did women over the age of thirty get the vote? (1)
a) 1914 b) 1916 c) 1918

Historical Enquiry (using sources):

Source 1 Sylvia Pankhurst, written in 1931

People remembered the militant attacks on houses and the hunger strikes and believed that it would return if the Suffragettes were ignored. This was a very strong reason for Parliament to give women the vote.

Source 2 ES Montague, Minister of Munitions (weapons), 1916

Women have proved themselves able to do work that before the war was seen as only the work of men ... Where is the man now who would deny to women the right to vote

Source 3 A school textbook, written in 1996

In 1916 and 1917 there were no demonstrations, but there were many meetings between women's leaders and politicians, and a flood

6. Using information from sources 1, 2 and 3 explain why women were given the right to vote in 1918. (5)
7. Choose 1 source and give an advantage and a disadvantage for someone wanting to find out the reasons why women got the vote? Give reasons to explain your answer - you might want to think about who wrote the source, when it was written, what the source says. (3)

Organisation & Communication:

8. Using the information from this sheet and your revision, write a letter as a Suffragette explaining the reasons why women should have the vote, the methods you used to get the vote and what it was like to go on hunger strike and be force-fed. (12)

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1. Give one reason to explain WHY women wanted to have the right to vote. (2)

2. Who was the leader of the Suffragettes ? (1)

- a) Sylvia Pankhurst b) Emmeline Pankhurst c) Christabel Pankhurst

3. The first way that the 1. _____ protested was by using meetings and 2. _____. This method had very little 3. _____ so instead the 4. _____ used more 5. _____ tactics. This meant that they were 6. _____ windows and burning houses. Some women went on 7. _____ strike and as a result they were 8. _____ -fed. (8)

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4. What year did women over the age of thirty get the vote? (1)

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Source 1 Sylvia Pankhurst, written in 1931

People remembered the attacks on houses and the hunger strikes. They thought that it would return if the Suffragettes were ignored. This was a strong reason in persuading the members of Parliament to give women the vote.

Source 2 ES Montague, Minister of Munitions (weapons), 1916

Women have proved themselves able to do work that before the war was seen as only the work of men ... Where is the man now who would not give women the right to vote after she has earned it by her hard work?

5. Read source 1. This was written by Mrs Pankhurst's daughter. Give a reason why this source may be very helpful for historians. (3)

6. Using information from sources **1** and **2** explain why women were given the right to vote in 1918. (4)

8. Using the information from this sheet and your revision, write a letter as a Suffragette explaining the reasons why women should have the vote, the methods you used to get the vote and what it was like to go on hunger strike and be force-fed. (12)

My name is

The first reason why women should have the vote is

The second reason why women should have the vote is

I decided to use different methods to get the vote, for example

I went to prison and

In prison I was force fed, this was horrible because

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4. The motto of the Suffragettes was 'Deeds (action) not Words'. Explain what this means, using your own words and examples. (2)
5. What year did women over the age of thirty get the vote? (1)

Historical Enquiry (using sources):

Source 1 Sylvia Pankhurst, written in 1931

People's memory of militancy (attacks on property, hunger strikes), and the certainty that it would return if the claims of women were ignored, was a very strong factor in

Source 2 ES Montague, Minister of Munitions (weapons), 1916

Women have proved themselves able to do work that before the war was seen as only the work of men ... Where is the man now who would deny to women the right to vote

Source 3 A school textbook, written in 1996

In 1916 and 1917 there were no demonstrations, but there were many meetings between women's leaders and politicians, and a flood

6. Using information from sources 1, 2 and 3 explain why women were given the right to vote in 1918. (5)
7. Choose 1 source and give an advantage and a disadvantage for someone wanting to find out the reasons why women got the vote? Give reasons to explain your answer - you might want to think about who wrote the source, when it was written, what the source says. (3)

Organisation & Communication:

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Markscheme Suffragette Assessment

1. 1 mark for any of the following - equality, taxation, to improve position of women, women should have interests outside of home.
2. B
3. Suffragettes, petitions, success, suffragettes, militant, smashing, hunger, force - 1/2 marks each
4. 1 mark for explanation, 1 mark for example eg smashing windows
5. C

Level 2 = 1-2 marks, level 3 = 3-5 marks, level 4 = 6-8 marks, level 5 = 9-10 marks

6. Level 3 (can use sources to answer question) - students only use info from one source - 1 mark
Level 4 (can combine information from sources) - students use information from more than one source 2-4 marks, top marks (5) can only be achieved if ALL 3 sources are used.
7. Level 5 (can use sources to answer question) - if students only discuss usefulness
Level 6 if students discuss reliability
8. Level 4 (beginning to produce structured work) 1-6 marks - students write a series of simple statements to explain some of the areas eg Women should have the vote because they pay taxes. I would go and break windows.
Level 5 (select & organise info to produce structured work) 7-12 marks - students develop their statements and begin to make links between them. All areas are covered eg - I had paid my taxes and so I was angry that I was not treated fairly, and so I decided to join the Suffragettes and started smashing windows.