

## L8: Votes for Women: Suffragists and Suffragettes

In 1897, **Millicent Fawcett** linked smaller organisations into the **National Union of Women's Suffrage Societies (NUWSS)**, also known as the **Suffragists**. The group was made up of mainly middle-class women and campaigned **peacefully** as members believed that the logical argument was to *persuade* people to support votes for women. Their methods include: Petitions, meetings and marches, posters and pamphlets (leaflets) and speaking to MPs to try and get them onside. By 1914, the NUWSS had more than 400 branches throughout the country with more than 100,000 members including some male supporters.

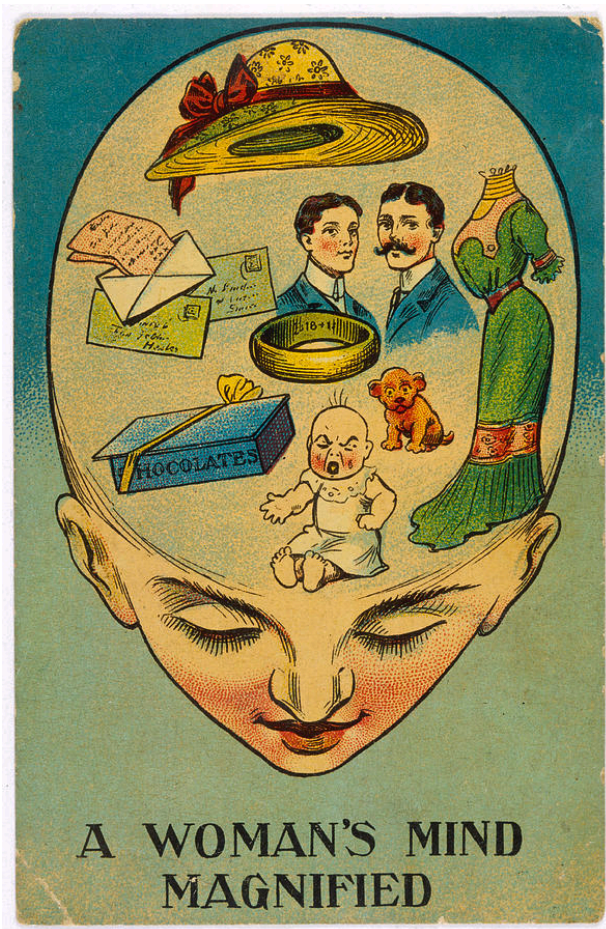


**Emmeline Pankhurst** and her daughters, Christabel and Sylvia, founded the **Women's Social and Political Union (WSPU)** in 1903. This would go on to become known as the **Suffragettes**. This group had grown tired and impatient with the peaceful methods used by the Suffragists and believed that more dramatic action would be necessary if they were going to be successful in gaining the vote. Their aims were the same however their methods were very different. Made up of mainly working-class women, the Suffragettes also organised meetings and marches but went much further than this. Additionally, they **heckled** public speakers, displayed large banners and generally caused a nuisance for those in government.

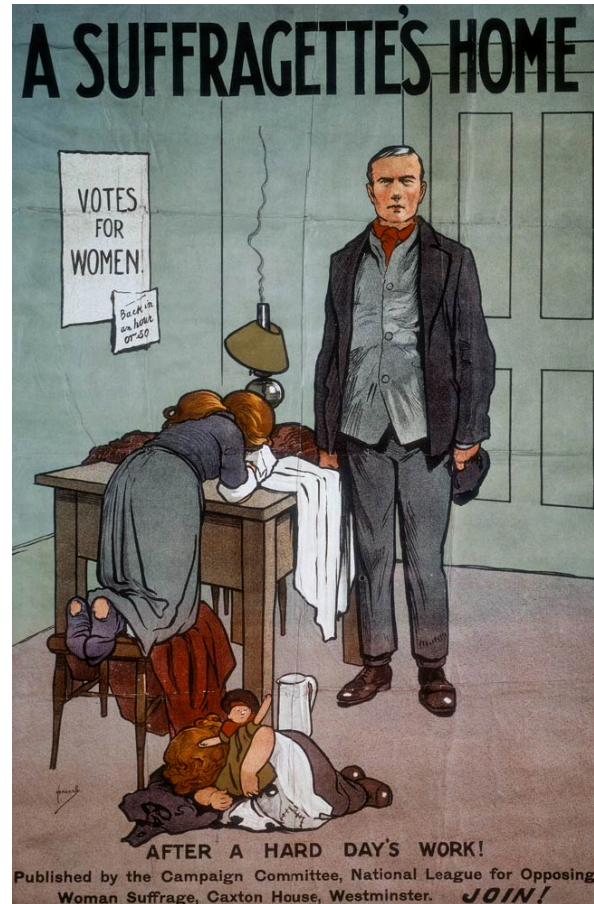
Alarmed at the behaviour of the Suffragettes, the government banned women from public meetings and refused to meet with the groups from 1906. In response, the WSPU began chaining themselves to railings, refusing to pay taxes and disrupting the business of Parliament to maximise attention towards their campaign. They would go on to begin smashing windows of shops, offices and government buildings and, in addition to this, even go to extreme lengths such as burning down the houses of those people who opposed their movement.



'How useful are Sources A and B in helping us to understand opposition to the campaign for women's suffrage?'



**Source A:** A postcard produced by the Anti-Suffrage Society in 1906.



**Source B:** A poster designed in 1912 for the National League for Opposing Woman Suffrage.

*From Source A, I can infer that...  
The detail in the source that tells me this is...  
It tells me that opposition to the Suffrage campaign was...  
Therefore, it is **somewhat/very** useful because...*

**REPEAT FOR SOURCE B**

*Together, Sources A and B are **somewhat/very** useful because...*