



England: Suffer and Suffrage.

England in the Modern UK

In the early 1900s, the UK was one of the most powerful countries in the world, with a big empire. The industrial revolution was changing many people's lives, and steamships and cars were widely used for the first time. Rich people lived very well, with beautiful houses and servants, but poor people had few clothes and little to eat, and their children were often ill. Life was difficult for women in the UK at this time too. People expected women to stay at home with their families, and they could not get well-paid jobs. It was very difficult for women to go to university, and they could not vote. In 1903, a group of women called the suffragettes, led by Emmeline Pankhurst, organized meetings and marches, asking for Parliament to give women the vote. In 1914, the UK and its allies, France and Russia, went to war with Germany and Austria-Hungary. Many young men chose to fight. They believed the war would be very short, but it went on for four years, and nearly three quarters of a million soldiers from the UK were killed. While the men were fighting, women had to do the men's jobs at home. Women soon showed that they could work in farming, factories and even in the coal industry. After helping their country to win the First World War, workers and women in England wanted better lives. Men got their jobs at home back from the women, so most women were no longer working, but in 1918, women over thirty were given the vote for the first time. From 1929, women, like men, could vote from the age of twenty-one. A new political party for working people - the Labour Party - became important in politics at this time, and in 1926, half a million workers went on strike to fight against low pay and long working hours. But life became even more difficult for workers in 1929, when the world went into an economic depression. Prices fell, there was less trade, and many shops and factories closed. By 1931, nearly three million people in the UK had lost their jobs.

ACTIVITY 1

CREATED EQUAL

Suffragette, opening this fall, is a stirring drama that empowers all who are striving for equality in our own day and age. After decades of peaceful protest had achieved nothing in the struggle to gain the vote for women in Great Britain, a group of women became rebels as their only route to change.



Photo by Cimita Barenho

1. DISCOVERY

Use these resources to learn more about the political struggle portrayed in *Suffragette*. What are some parallels and differences between the Suffragettes and activists for social justice today?

- **Learn about the leader of the Suffragette movement, Emmeline Pankhurst:**
www.bbc.co.uk/history/historic_figures/pankhurst_emmeline.shtml
- **Examine artifacts of the Suffragettes:**
http://news.bbc.co.uk/local/london/hi/people_and_places/history/newsid_8680000/8680305.stm
- **Learn why London was called "Suffragette City":**
www.museumoflondon.org.uk/explore-online/pocket-histories/suffragette-city-how-did-votes-women-campaign-affect-london-19061914/
- **Tour the Suffragette exhibit at The Museum of London:**
<http://collections.museumoflondon.org.uk/Online/group.aspx?g=group-18146>
- **Learn about the Women's Social and Political Union:**
www.historylearningsite.co.uk/the-role-of-british-women-in-the-twentieth-century/womens-social-and-political-union/
- **Explore primary sources on the Suffragettes at the British Library:**
www.bl.uk/learning/histcitizen/21cc/struggle/suffragettes1/suffragettes.html

2. DISCUSSION

How do women's rights in the era of *Suffragette* compare to women's rights today? Indicate whether the statements listed below were true or false for women in Great Britain in the first decades of the 20th century. Then take a second look and indicate which are true or false for women in the U.S. today. Discuss how and where the struggle for equality has achieved its goals or must continue.

	True	False
1. Working class women were expected to marry young, care for their home and children, and help support the family.	<input type="checkbox"/>	<input type="checkbox"/>
2. Women did not have universal access to free and public education.	<input type="checkbox"/>	<input type="checkbox"/>
3. Women could not file for divorce without their husband's consent.	<input type="checkbox"/>	<input type="checkbox"/>
4. In wartime, women were prohibited from working in munitions factories.	<input type="checkbox"/>	<input type="checkbox"/>
5. Women were forbidden to organize to promote their cause.	<input type="checkbox"/>	<input type="checkbox"/>
6. Authorities could force-feed women prisoners who engaged in hunger strikes to promote their cause.	<input type="checkbox"/>	<input type="checkbox"/>
7. Men who assaulted women protesters were rarely, if ever, punished.	<input type="checkbox"/>	<input type="checkbox"/>
8. The law transferred a woman's wealth and property to her husband when she married.	<input type="checkbox"/>	<input type="checkbox"/>
9. Women received pay equal to men for their work.	<input type="checkbox"/>	<input type="checkbox"/>
10. Women were allowed custody of their children if they divorced their husband.	<input type="checkbox"/>	<input type="checkbox"/>

- Are the statements above true or false today for women in Nigeria? India? Saudi Arabia? Brazil? What would a Suffragette say on the subject of worldwide women's rights today?
- How will issues related to equality for women impact the next Presidential election in the United States?
- What public policies, if any, are necessary to help women in the United States and why?
- How could social media be used to help bring about those public policies?
- Why was a peaceful approach to securing women's rights successful in the United States but not in Great Britain?
- In what part of the world are women's rights most at risk and why? What can be done to help them? What can be done to change this?

SUFFRAGETTE

MOTHERS DAUGHTERS REBELS

Movie Website: SuffragetteTheMovie.com

Social Action Website: FightsNotOver.com

Social Action Essay Contest Website: <http://suffragette-myvoice.com>

IN THEATERS THIS FALL

Photo by Al Jazeera English



ACTIVITY 2

DEEDS NOT WORDS

The inspirational and stirring film *Suffragette* tracks the story of the foot soldiers of a civil rights movement in Great Britain — women who were forced into a dangerous game of cat-and-mouse with an increasingly brutal government. Opening this fall and starring Carey Mulligan, Helena Bonham Carter, and Meryl Streep, *Suffragette* will empower all who are striving for equality in our own day and age.

As shown in the film, the British suffragettes adopted tactics sharply different from those of the women's suffrage movement in the United States. Determined to force change, Emmeline Pankhurst (played by Meryl Streep) launched a "deeds not words" campaign that used civil disobedience, hunger strikes, and vandalism — but not threats to human life — to demand public attention and challenge the legal authority that denied women social equality.



Photo by Jose A. Navas

1. DISCOVERY

Use these resources to learn more about the Suffragettes' "deeds not words" campaign. What reactions would such a campaign provoke today?

- **Read "Fourteen Reasons for Supporting Women's Suffrage" (c. 1918):**
www.bl.uk/learning/images/makeanimpact/suffragettes/large12615.html
- **Learn about those who opposed the Suffragettes:**
www.bl.uk/learning/histcitizen/21cc/struggle/suffrage/sources/source7/opponentsview.html
- **Learn how the fight for women's suffrage spread across Europe:**
www.dhr.history.vt.edu/modules/eu/mod02_vote/context.html
- **Examine a timeline of women's suffrage in Britain:**
www.nationalarchives.gov.uk/education/britain1906to1918/timeline/g4_timeline.htm

2. DISCUSSION

Debate the following statements denouncing and endorsing the Suffragettes.

1. "Well, in Great Britain, we have tried persuasion, we have tried the plan of showing... that we are capable people. We did it in the hope that we should convince them and persuade them to do the right and proper thing. But we had all our labour for our pains, and now we are fighting for our rights, and we are growing stronger and better women in the process. We are getting more fit to use our rights because we have such difficulty in getting them."
— Emmeline Pankhurst, "Why We Are Militant"
(http://www.dhr.history.vt.edu/modules/eu/mod02_vote/evidence_detail_03.html)
2. "The woman voter would be pernicious to the State not only because she could not back her vote by physical force, but also by reason of her intellectual defects. A woman's mind arrives at conclusions on incomplete evidence; has a very imperfect sense of proportion; accepts the congenial as true, and rejects the uncongenial as false; takes the imaginary which is desired for reality; and treats the undesired reality which is out of sight as nonexistent — building up for itself in this way, when biased by predilections and aversions, a very unreal picture of the external world."
— Almroth Wright, *The Unexpurgated Case Against Woman Suffrage* (www.dhr.history.vt.edu/modules/eu/mod02_vote/evidence_detail_05.html)

Following are similar statements on some campaigns for equality in our own day. How do the positions expressed here and the tactics employed in today's world compare to those from a century ago?

1. "We need to de-militarize this situation—this kind of response by the police has become the problem instead of the solution. I obviously respect law enforcement's work to provide public safety, but my constituents are allowed to have peaceful protests, and the police need to respect that right and protect that right."
— Missouri Senator Claire McCaskill in the wake of the riots in Ferguson (www.mccaskill.senate.gov/media-center/news-releases/mccaskill-in-ferguson-time-to-de-militarize-this-situation)
2. "The United States Supreme Court ruled...that the Constitution guarantees every American the right to marry the person they love. Even with this ruling, GLAAD will continue to push for accelerated acceptance of LGBT people, couples, and families across the U.S. Marriage equality is a benchmark, and not a finish line."
— Gay & Lesbian Alliance Against Defamation (www.glaad.org/marriage)

Now, debate how people today would react to the Suffragettes' tactics in comparison with how people react to the tactics advanced by the groups cited above.

Finally, create a position statement outlining the approach you would use in a struggle for an equality issue of your choosing (e.g., gay marriage, prison reform, religious liberty, etc).



Photo by Jamelle Bouie

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IN THEATERS THIS FALL

ACTIVITY 3

I AM A SUFFRAGETTE

Suffragette Maud Watts (played by Carey Mulligan), the main character in this fall's stirring new Focus Features film, *Suffragette*, makes life-changing personal choices and risks her own safety to ensure that women's rights will be recognized and respected for generations to come.



Photo by AmoritaMaharaj

1. DISCOVERY

Watch the *Suffragette* trailer at www.SuffragetteTheMovie.com for a preview of Maud's journey from powerlessness to self-empowerment as she steadily deepens her commitment to the cause — by standing up for what's right, speaking out against what's wrong, and taking action to create change.

- A working-class wife and mother, Maud toils at a laundry with her husband, Sonny. One day, making a delivery, she gets caught up in a Suffragette protest and recognizes a co-worker among the agitators. Until that moment, Maud had little interest in the cause, but now she begins to see that it is really a struggle for women's dignity, both at home and in the workplace.
- Maud proves her commitment to the cause when she speaks in Parliament about the indignities she has suffered because of inequality, and again when she is arrested in the protest that follows Parliament's vote against women's rights. Returning home from her night in jail, Maud finds herself facing a husband who feels betrayed and neighbors who consider her a criminal.
- Maud's resolve is strengthened by Emmeline Pankhurst, the Suffragette leader, who emerges from hiding with an electrifying public speech that galvanizes her followers: "I incite the women of Britain to rebellion.... Never surrender. Never give up the fight." Answering the call, Maud becomes an activist in the struggle, determined to force change.



Photo by Slowking4

2. DISCUSSION

- Do you agree with the tactics used by Maud Watts and the Suffragettes? Would you have acted in a similar fashion? Why or why not?
- Identify modern-day crusaders who have taken radical steps to promote their cause. Do you consider their actions justified? effective?
- Discuss how social media can be mobilized to promote change. To what extent can social media provide an avenue for action? In what ways can social media strengthen personal commitment?
- Identify a social issue that is important to you. Consider why you are especially drawn to this issue and to what lengths you are willing to go in order to see a positive change. Write and share a position statement that succinctly expresses your feelings about the issue and the change you'd like to see. Will you post your position statement on social media? Why or why not?
- Continue the Suffragette movement for equality in today's world. Go to FightsNotOver.com

SUFFRAGETTE

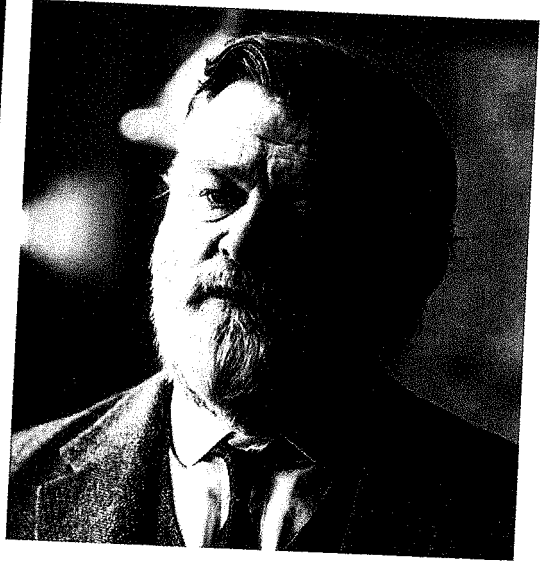
MOTHERS DAUGHTERS REBELS

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IN THEATERS THIS FALL



» THE SUFFRAGETTE MOVEMENT

The fight for the right to vote and stand in elections was a long and militant battle in the United Kingdom.

The campaign commenced in 1897 when Millicent Fawcett founded the National Union of Women's Suffrage. Fawcett believed in peaceful protest in order to persuade men that women could be trusted with the right to vote. Progress was slow. In 1903 the Women's Social and Political Union (WSPU) was founded by Emmeline Pankhurst and her daughters Christabel and Sylvia to energise the fight. The WSPU led the votes for women campaign and they were not prepared to patiently wait for change.

The WSPU established 90 branches throughout the UK. Branch members held regular meetings, organised fund raising events and supported the work of the national headquarters by participating in demonstrations and processions. Suffragettes identifiable by their purple, white and green WSPU badges became a familiar sight. The WSPU also took the campaign for women's rights to the streets staging spectacular demonstrations. Women's Sunday on June 1908 was the first 'monster meeting' to be held by the WSPU. The demonstration brought suffragettes from all over the United Kingdom to march in seven different processions through Central London to Hyde Park.

Window smashing became a tactic of the WSPU beginning on June 30, 1908 when suffragettes broke windows at 10 Downing Street, the official residence of the British Prime Minister. Further militancy followed. From 1912 the WSPU shifted the focus of their campaign to attacks on property and

'We are here, not because we are law-breakers; we are here in our efforts to become law-makers.'

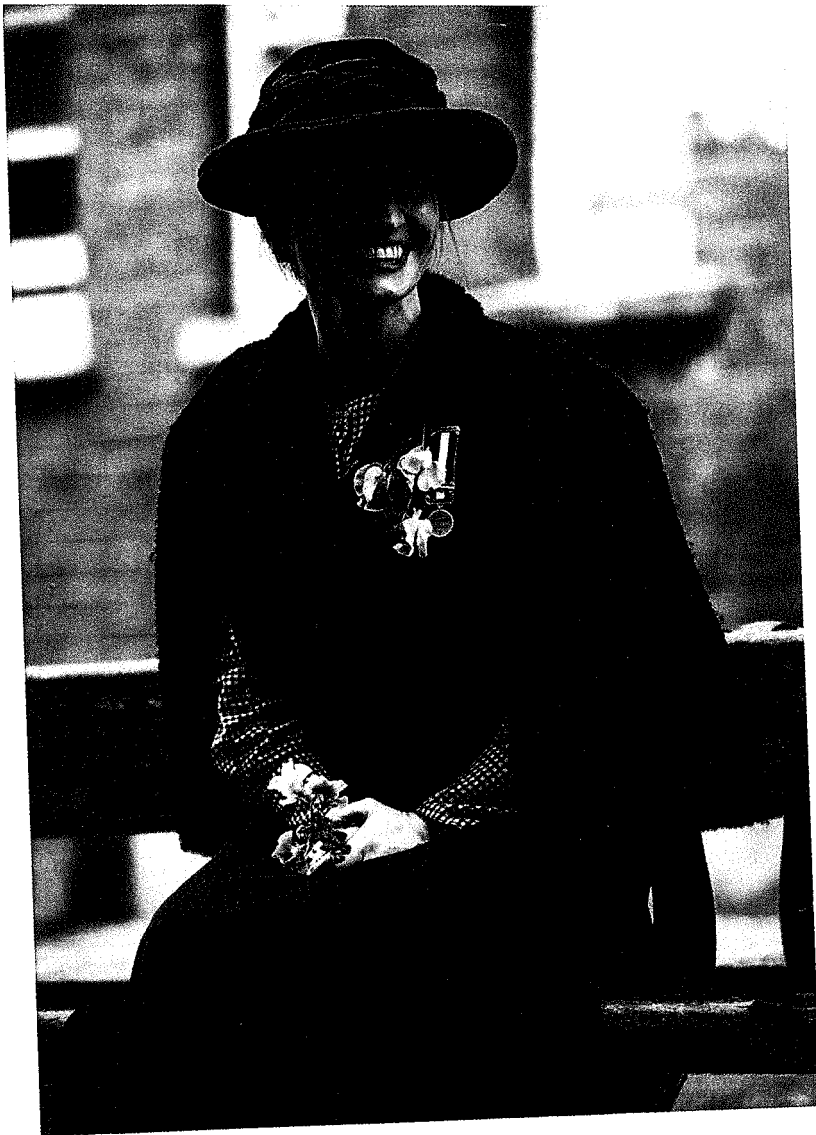
EMMELINE PANKHURST



the disruption of London's public life. Padlocking themselves to the railings of government buildings gave suffragettes the opportunity to make lengthy political speeches. The women had as long as it took the police to cut them out of their padlocks and chains before being arrested.

As the campaign became increasingly militant, over a thousand suffragettes, including Emmeline Pankhurst and her daughters Christabel, Sylvia and Adela, received prison sentences. Many suffragettes went on self-enforced hunger strikes to protest against prison conditions. The government concerned that a suffragette might die in custody, ordered the women to be force fed. The movement found its martyr in Emily Wilding Davison. She died after she ran in front of King George V's horse at the 1913 Epsom Derby in a bid to draw attention to the votes for women campaign.

Despite the militancy of the campaign, it was not



until 1928 that women's voting rights were made equal to men's. The outbreak of war in August 1914 had interrupted the suffragettes' campaign but at the same time had given women an opportunity to undertake occupations that were usually only open to men. In 1916, David Lloyd George, who supported women's suffrage, replaced Herbert Henry Asquith as prime minister. In 1918 the parliamentary vote was given to propertied women over the age of 30.

KEY TERMS

Suffrage is the right to vote.

Suffragette was a term used around the world to describe a woman who campaigned for the right to vote in elections. Suffragettes campaigned for women's rights to vote in elections around the world between the 1880s and 1920s. They were successful in advancing women's right to participate in democracy.

KEY ACTIVITIES

- Who, What, When, Where, Why and How? task
Write a summary of the British Suffragette

Movement. Use the questions: Who? What? When? Where? Why? and How? to organise your summary.

- How were women who fought for their right to vote represented?

Teachers should use Google Images to locate a selection of pro-suffragette and anti-suffragette propaganda.

Provide each student with an example of pro-suffragette and anti-suffragette propaganda. Ask students to complete the comparison chart. **Jump to Appendix 1**

- Working with a partner, make a list of reasons for and against giving British women the vote.
Partner 1: Choose a side. Adopt a persona. Write a speech supporting woman's suffrage.
Partner 2: Choose a side. Adopt a persona. Write a speech opposing woman's suffrage.
- Why make a film about the actions of the suffragettes?

USEFUL LINKS

BBC Archive

<http://www.bbc.co.uk/archive/suffragettes/index.shtml>

BBC Higher Bitesize History

<http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/>

British Library

<http://www.bl.uk/learning/histcitizen/21cc/struggle/suffrage/suffrageintro.html>

The National Archives

<http://www.nationalarchives.gov.uk/education/politics/g9/>

<http://www.nationalarchives.gov.uk/education/britain1906to1918/g3/gallery3.htm>

<http://www.nationalarchives.gov.uk/education/britain1906to1918/g4/gallery4.htm>

Exploring 20th Century London

<http://www.20thcenturylondon.org.uk/womens-social-and-political-union-w-s-p-u>

How the vote was won

<http://www.thesuffragettes.org/>

Museum of London

<http://collections.museumoflondon.org.uk/Online/group.aspx?g=group-18146>

<http://www.museumoflondon.org.uk/explore-online/pocket-histories/suffragette-city-how-did-votes-women-campaign-affect-london-19061914/>

Parliament UK

<http://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/startssuffragette-/>

<http://www.parliament.uk/documents/education/docs/suffragettes/suffragettes-timeline.pdf>

A **FREE** RESOURCE FOR TEACHERS!

S U F F R A G E T T E

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

SYNOPSIS

Suffragette tells the story of Maud Watts, a working-class Londoner who joins the fight to win the vote for women in Britain. It begins in 1912, when the campaign for the vote has become more militant.

Maud lives with her husband, Sonny and young son, George in the East End of London, a very poor area at this time. Working-class people worked very long hours and many lived in terrible conditions. Life was particularly hard for women, who often worked harder than men for less money, and also had to manage the household.

Maud and her family live in one room, and Maud and Sonny work at a laundry. The women do the washing and ironing, while the men make the deliveries and service the machines. Maud started at the laundry when she was seven, and has hardly had any education. She has also had to put up with sexual advances from the laundry owner, Mr Taylor. If she complained, she would lose her job.

In Bethnal Green, there is a group of suffragettes, led by Edith Ellyn who runs a local chemist's. At first, Maud is horrified by the violence of the suffragettes, who break the windows of London's famous department stores. However, gradually she changes her mind, and slowly becomes drawn to the cause. She speaks in Parliament, spends a week in prison for protesting, and meets Emmeline Pankhurst, the real-life leader of the suffragettes. The more involved Maud becomes, the more she loses: her husband throws her out, she is separated from her son, and she loses her job. In response, Maud

becomes more militant, first blowing up postboxes and then a government minister's country home. She spends more time in prison and she goes on hunger strike.

The story's climax takes place at Epsom racecourse where Maud has gone with Emily Davison, another real-life suffragette, to wave the suffragette flag in front of the King George V. However, unbeknown to Maud, Emily has other plans and throws herself in front of the King's horse. She is killed instantly. Emily becomes a martyr, with thousands of women joining the suffragettes in her memory. The suffragette's battle is almost won, and Maud has played a big part in it. She has sacrificed everything, but she has found a voice.

THE BACK STORY

Suffragette is a film about social and political change in Britain just before World War One, told through the personal story of one working-class woman. It was made by a team of female film-makers and actors, including Carey Mulligan and Meryl Streep.

Women in Britain won the vote in 1918, but only for women over the age of 30 who owned property. The full vote came for all women over the age of 21 in 1928.

MEDIA LINKS

DVD: A DVD of *Suffragette* is currently available.

CD: A recording of *Suffragette* accompanies the Scholastic Reader, read by Harriet Kershaw.

HOW TO USE YOUR SCHOLASTIC READER**Choosing and motivating**

Is this the right story for your class? What do your students know about the suffragette movement? Try to generate interest with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. All answers are on page 4 of this resource sheet.

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The running time is 106 minutes. Select key scenes to show in parallel with the class reading schedule.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Fact File

Set this as self-study or use for whole class work. It tells the wider story of the suffragette campaign for votes for women in Britain.

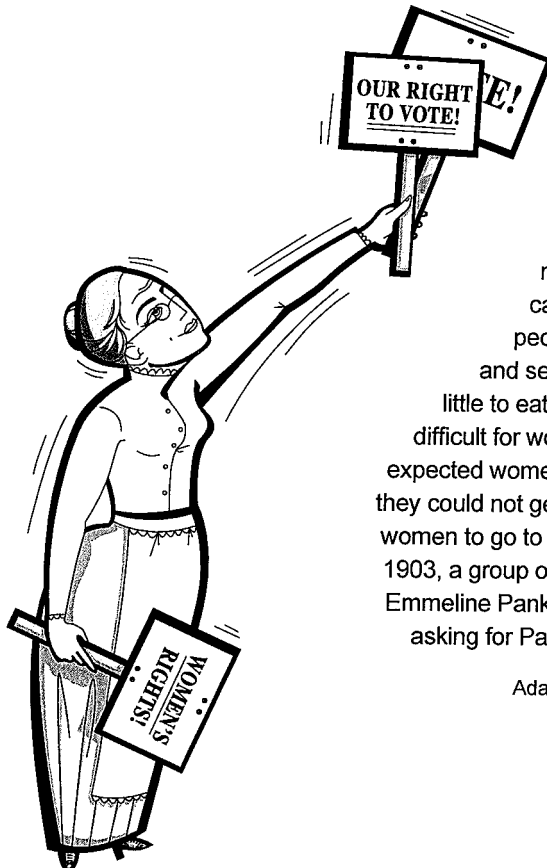
What did they think?

Get everyone to do a written or spoken review of *Suffragette*. Compare opinions. Did you like it? Let us know at: elt@scholastic.co.uk

England: Suffer and suffrage

Reading task

Read the text below about the suffragettes and answer the questions.



In the early 1900s, the UK was one of the most powerful countries in the world with a big empire. The industrial revolution was changing many people's lives, and steamships and cars were widely used for the first time. Rich people lived very well, with beautiful houses and servants, but poor people had few clothes, little to eat and their children were often ill. Life was difficult for women in the UK at this time too. People expected women to stay at home with their families and they could not get well-paid jobs. It was very difficult for women to go to university and they could not vote. In 1903, a group of women called the suffragettes, led by Emmeline Pankhurst, organized meetings and marches, asking for Parliament to give women the vote.

Adapted from *England* (Macmillan Cultural Readers)
by Rachel Bladon

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1. What was life like in the UK for rich people in the early 1900s?
2. What was life like for poor people?
3. What was life like for women?
4. Who were the suffragettes?
5. Who was Emmeline Pankhurst?

England: Suffer and suffrage

Language task

In Amber's adventure you hear language related to Emmeline Pankhurst and the suffragettes. Complete the sentences below with the words or phrases from the box.

bring about change
politicians
break the law

petitions
equal rights
vote

demonstration
revolution
take notice

freedom
support
women's suffrage

1. I believe in _____, it doesn't matter if you are a man or woman you should be treated the same!
2. A _____ is an occasion when a large group of people protest about something.
3. It is important for _____ to listen to the people.
4. I can't wait to be eighteen as I'll finally be able to _____.
5. I get sent online _____ all the time. Some I sign, others I ignore.
6. If we get our campaign on the front page of the newspaper, surely people will _____.
7. If enough people want change, it can lead to a _____.
8. If we work together we can _____!
9. I fully _____ the strikes. The working conditions and pay in the factory is terrible!
10. I believe in _____ and not oppression!
11. If you _____ you will end up in prison.
12. _____ is the movement that gave women the right to vote.

Listening task

Listen to the story and answer the questions below.

1. Who does Amber meet as she goes back in time?
2. Why does Amber worry about what Emmeline Pankhurst is doing?

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Amber: Hi! I'm Amber, Amber Adams! Now keep this to yourself, but I've got something amazing to show you! OK, it's a watch. But it's not just any old watch – listen to what happens when I touch it! I can use it to travel through time to anywhere I want to go. So, what do you reckon? Are you ready to come on an adventure?

Track 1

History teacher: OK, that's about all we've got time for today. Now don't forget to bring your politics coursebooks to class tomorrow, when we'll be learning about **women's suffrage** in the early 20th century. And don't forget to go to the school hall and **vote** in the student elections! Are you going to vote in the elections Amber?

Amber: What's the point? Nothing's going to change. One vote isn't going to make a difference.

History teacher: Ah, the youth of today! Emmeline Pankhurst would be turning in her grave.

Amber: Who's Emmeline Pankhurst?

History teacher: Someone who understood that every *single vote* is important. Look her up in your coursebook Amber. Oh, I do love that watch of yours ...

Crowd: Votes for Women! Votes for Women! Votes for Women!

Emmeline: Are you ready? Here's the alleyway, we can slip away through the crowd and no one will see us. Let's go! Good to meet you sister and I do like your disguise – they'll never suspect you dressed like a boy! Come with me. What's your name?

Track 2

Amber: Amber Adams.

Emmeline: And I'm Emmeline Pankhurst. Take this hammer, Miss Adams.

Amber: What for? Hey! What are you doing?

Emmeline: I'm doing whatever I have to in order to ensure that women as well as men are allowed to vote.

Amber: But smashing windows? What happened to peaceful protest?

Emmeline: Peaceful? We have tried everything we can to **bring about change** peacefully. We have presented the government with **petitions**; we've held huge meetings and public **demonstrations**. At first we were just ignored and then they began arresting us simply for asking for **equal rights**! We have no other choice but to **break the law** in order to force the **politicians** to listen!

Amber: Well, I've always been taught that violence isn't the answer to anything.

Emmeline: Let me tell you a story, Miss Adams. There are two babies, both hungry. One is a calm and quiet baby and the other is a noisy baby who cries, screams and kicks until it has been fed. Well, I think we both know which baby will be fed first ...

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Transcript

- Amber:** But surely breaking the law can't be the only way?
- Emmeline:** We don't want to be law breakers, Miss Adams. We want to be law makers! We demand equality and we will get it! You know our motto – deeds not words, my dear. Deeds. Not. Words!
- Policeman:** Oi! There they are.
- Emmeline:** Come this way. When a woman decides to do something, nothing in the world can stop her.
- Amber:** How can you expect people to **support** you if you damage their property?
- Emmeline:** We are not looking for support. Half the country are women, we have all the support we need! What we want is for the government to stand up and **take notice** of us. Every day from now on we will be on the front pages of all the newspapers and the government will no longer be able to ignore us.
- Amber:** What ... What are you doing?
- Emmeline:** I am going to burn this house down.
- Amber:** No!
- Emmeline:** Don't worry, it's empty, no one will be hurt.
- Amber:** But if you destroy people's homes, how can you hope that they'll respect you?
- Emmeline:** Look at the history of **revolution** – there is almost always violence. We have been forced to become soldiers and we are fighting a war for our **freedom** and our rights. The politicians will wake up and realize that women must have the vote, and that things are going to be very, very uncomfortable until that happens.
- Amber:** But surely people are going to get hurt?
- Emmeline:** I have never, ever wanted anyone to be hurt and I strongly believe that we must respect all human life. But listen Amber, you must not forget why we are doing this, because without the vote women will never, ever be truly free. I hope that future generations will understand why every single vote is so very important and why a vote should never be wasted.
- Amber:** I understand what you're saying Mrs. Pankhurst and I promise that I'll never waste a vote.
- Emmeline:** That is good to hear Amber and I promise to do everything in my power to help you get that vote, beginning with burning down this empty house. I am sending a message to the government and putting the politicians in a position where they will have to choose

A TIME TO TRAVEL

by Luke and James Ryan

one stop english

England: Suffer and suffrage

Transcript

between giving us our freedom or giving us our death. Freedom or death! Quick! We need to get out of here!

Amber: The police are coming! Oh no, this alleyway is a dead end!

Emmeline: Good.

Amber: Good?

Emmeline: Yes, let them arrest us. We'll be front page news in the morning. This is our struggle Amber, but one day we will have our freedom. Votes for women!

Policeman: Come 'ere. You're nicked!

Emmeline

and Amber: Votes for women! Votes for women!

History teacher: Amber? Are you OK? I was only asking about your watch. Amber? Amber, where are you going?

Amber: To the school hall. To vote! Votes for women! Votes for women! Votes for women!

History teacher: Yes, absolutely. Votes for everyone.