

AN  
**ARTICHoke**  
PROJECT

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Supported using public funding by



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# 1918 PROCESSIONS 2018

**PROCESSIONS is a once-in-a-lifetime opportunity to take part in a mass participation artwork to celebrate one hundred years of votes for women.**

In 1918, the Representation of the People Act gave the first British women the right to vote and stand for public office. One hundred years on, we are inviting women (including those who identify as women or non-binary) and girls across the UK to come and mark this historic moment as part of a living portrait of women in the 21<sup>st</sup> century.

As men returned from the front at the end of WWI, the UK Government finally passed legislation granting the first women the right to vote. 2018 marks 100 years since this historic moment and the subsequent legislation that allowed women to stand for Parliament. Artichoke and 14-18 NOW are marking this anniversary with PROCESSIONS, a vast four-city artwork, conceived by creative director Darrell Vydellingum, that will unite and inspire women from all backgrounds in a living, moving portrait of women in the 21<sup>st</sup> century.

On **Sunday 10<sup>th</sup> of June**, women and girls in Belfast, Cardiff, Edinburgh and London will walk together as part of this celebratory mass participation artwork. Wearing either green, white or violet, the colours of the suffrage movement, the PROCESSIONS will appear as a flowing river of colour through the city streets, we have created an impression of what the artwork will look like below.



**More information about the project, including a film and instructions on how to take part can be found on the PROCESSIONS website.**

**[www.processions.co.uk](http://www.processions.co.uk)**

# PROCESSIONS



The picture above features the work of artist Anita Corbin, as part of the First Women UK project. Anita captured portraits of 100 pioneering 21<sup>st</sup> Century women who have achieved the landmark title 'First Woman' across a range of disciplines including sport, media, military, faith, business, arts, music and politics. Ordinary women achieving extraordinary things.

**Why not research one of the women above and explore their stories?**

**What fields and sectors are women still underrepresented in today?**

## **How to use this resource**

Inspired by the ideas, themes and history behind PROCESSIONS, our aim is for this resource to be a starting point for your young women to explore and learn about the history of Women's Suffrage, democracy and gender equality.

We have created some simple and easy to follow activities to include in your sessions, which will encourage your unit to develop historical knowledge and awareness of Women's Suffrage as well as offering an opportunity to discuss gender equality within today's context. Activities encourage responses through discussion, movement, debate, music and visual art.

The resources are primarily designed for ages 7 - 15, but they're easily accessible for lower and upper age ranges.

We want to encourage your unit to explore their own views and opinions on gender equality today, as well as gaining an understanding about the importance of democracy and using your vote. Only 57% of 18-19-year olds voted in the last election (source YouGov website) and we want this project to encourage young people to vote in the future and inspire them to have their voice heard.

This resource pack provides creative ideas as to how to work with your unit. It is modular so it can be followed through from beginning to end or activities can be picked out and used individually. At times you might work with your unit as a whole and at other times you may task smaller groups with the different activities provided.

These activities when paired with our banner-making toolkits will give your unit stimuli and inspiration for the content of their banners.

Our Banner and Flag making toolkits can be downloaded here:

<https://www.processions.co.uk/workshops/toolkits/>

## **Take Part**

We would love Girlguiding units from across the country to take part on the day and bring their banner and pennant creations. Events are taking place in Belfast, Cardiff, Edinburgh and London. If you want to organise a group and take part please register on our website <https://www.processions.co.uk/register/>

For further advice and information about bringing a Girlguiding unit to take part on 10<sup>th</sup> June, please contact [louise.dennison@processions.co.uk](mailto:louise.dennison@processions.co.uk)

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PROCESSIONS resources created by Artichoke Trust, Grace Alexander-Scott and Claire Hunter with contributions from Claire Hills

Antis	An abbreviation to describe the groups campaigning against Women's Suffrage.
Common Cause	Newspaper published by the NUWSS from 1909-1918.
Demonstration	A public meeting or march protesting against something or expressing views on a political issue. Sometimes called a rally.
Equality	The state of being equal, especially in status, rights, or opportunities.
IWSA	International Women's Suffrage Alliance. Formed in 1904 in Berlin by leading suffragists from many countries including Millicent Fawcett. Now known as the International Alliance of Women.
Lobbying	Seeking influence with politicians and policy makers.
Men's League for Opposing Women's Suffrage	Founded in 1909, merged with Women's Anti Suffrage League in 1910.
Militancy	Confrontational or violent methods in support of a political or social cause.
NUWSS	National Union of Women's Suffrage Societies. Formed in 1897. Believed in peaceful constitutional methods of gaining the vote. Did not break the law. By 1914 the NUWSS had over 600 societies and an estimated 100,000 members. Its colours were red, white and green.
Procession	A number of people or vehicles moving forward in an orderly fashion, especially as part of a ceremony. Calmer than a demonstration, more of a celebration than a protest.
Reform Act	Generic term used for legislation concerning electoral matters. Refers to all the laws passed in the 19th and 20th Centuries which enfranchised new groups of voters.
Suffrage	The right to vote in elections. Also known as franchise. If you have the right to vote you are said to be enfranchised.
Suffragette	Word to describe a Suffragist who used confrontational or violent activities in their campaigning. Term coined by the Daily Mail in 1906 meant to belittle the activists but the women claimed it for their own.
Suffragist	A person advocating the extension of suffrage, especially to women.
The Vote	Newspaper of the WFL.
Votes for Women	Newspaper established in October 1907 by the WSPU in 1912, financed by the Petwick-Lawrences. When they split from the WSPU, through fears it was becoming too violent they took the paper with them. WSPU then produced 'The Suffragette' instead.
Voting	A formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands.

WFL	Women's Freedom League. Originally members of the WSPU. Militant but believed in non-violent direct action such as refusing to pay their taxes. Formed in 1907.
Women's National Anti-Suffrage League	Est. 1908 -18. Campaigned against women's suffrage. Joined forces with the men's organisation in 1910. Published the Anti Suffrage Review.
WSPU	Women's Social and Political Union. Militant activists taking any direct and attention-grabbing action they could think of. Colours: purple, white and green. Women only society.
Constitutional campaigning	The legal and peaceful action taken by campaigners seeking to change the laws and constitutions of the country. Writing letters, talking to politicians, presenting petitions.



## Timeline

### 1832

First Parliamentary Reform Bill. Explicitly excludes women from voting. First Woman's Suffrage bill presented to the House of Commons by Henry Hunt MP.

### 1857

Matrimonial Causes Act gave women the right to divorce their husbands.

### 1866

First Woman's Suffrage petition from 1,499 Women, presented to parliament by John Stuart Mill.

### 1867

Second reform Bill passes.

Lydia Becker leads the formation of Manchester Women's Suffrage Committee. Formation of the London Suffrage Committee follows, with Millicent Garrett Fawcett one of the leaders.

### 1870

Women were allowed to vote and stand for election on School Boards.

### 1881

Isle of Man grants the vote to women.

### 1882

The Married Women's Property Act gave a women rights over her own earnings and property.

### 1884

Third Reform Bill. Amendment proposed to include women – and is rejected.

### 1894

Women with property qualifications could vote in local elections.

### 1897

National Union of Women's Suffrage Societies (NUWSS) formed with twenty societies signing up in London and elsewhere. Millicent Garrett Fawcett is elected President.

From **1866 to 1902** peaceful agitation by NUWSS and others leads to numerous petitions, bills and resolutions going before the House of Commons. Some get a second reading, all are rejected.

**1903**

Women's Social and Political Union (WSPU) formed in Manchester by Emmeline Pankhurst. Felt the NUWSS weren't exerting enough pressure on the political parties.

**1905**

Militant campaign begins and the term Suffragette is coined to distinguish between peaceful campaigners and militant activists. Christabel Pankhurst and Annie Kenney are the first to be arrested and imprisoned.

**1906**

WSPU moves to London. Liberal government returned by a landslide.

**1907**

'Mud March'- Suffragist march on Parliament – so-called because of the awful weather  
Women's Freedom League (WFL) is formed, led by Charlotte Despard, breaking away from WSPU.

**1908**

Herbert Henry Asquith becomes Prime Minister.  
Mass Hyde Park rally by WSPU.

**1909**

First hunger strikes by Suffragettes. Forcible feeding introduced.  
Formation of the National League for Opposing Women's Suffrage.  
*A Pageant of Great Women* first performed at Scala Theatre.

**1910**

'The Truce' is declared – an end to militancy as Conciliation Committee promotes Suffrage Bill which passes second reading.  
Major rally in Hyde Park by NUWSS but Suffrage Bill thrown out by Asquith.  
Black Friday, 300 women march on House of Commons to be met by 6000 police.  
Violent clashes ensue.

**1911**

No Vote No Census protest.  
Further Truce with militants. New Conciliation Bill passes second reading with large majority, only to be torpedoed in November.

**1912**

Mass widow-smashing campaign. Labour Party supports Women's Suffrage in alliance with NUWSS.  
Split in WSPU as Emmeline and Frederick Pethick-Lawrence are expelled after doubting the proposed arson campaign.

### **1913**

Speaker's ruling wrecks hopes of amendment to include women in Reform Bill. Militant bomb and arson campaigns express widespread fury.

Cat and Mouse Act introduced – women can be temporarily released because of ill-health from hunger strike and then immediately re-arrested.

Emily Wilding Davis dies from injuries received on Derby Day under the hooves of the King's horse. Huge funeral procession held in London.

### **1914**

Violent action continues.

Sylvia Pankhurst's East London Federation forced to split from WSPU because of focus on working women and her socialist links and sympathies.

War is declared. Suffrage prisoners are released.

Emmeline and Christabel Pankhurst cease campaigning, support recruitment of soldiers and urge women to join the war effort.

Sylvia Pankhurst campaigns in the East End against war and for equal pay and rights for working women.

NUWSS under Millicent Garrett Fawcett declares 'unconditional co-operation with the Government'.

### **1914-1918**

Women's extensive involvement in war work.

**1916** Reform of electoral register to include men serving in the armed forces. Speaker's Conference arranged to discuss inclusion of women. NUWSS lobbied politicians extensively throughout.

### **1918**

Representation of the People Act includes a clause giving the vote to women over thirty who owned property.

## PART 1: EXPLORING THE HISTORY OF WOMEN’S SUFFRAGE



### ACTIVITY 1 - ‘Adopt’ a Suffragette or Suffragist - Individual or Unit Research

Why not encourage a research project based around a particular Suffragist? Many women and men from up and down the country fought for the advancement of women.

A lot has been documented about the key women such as the Pankhursts and Millicent Garrett Fawcett but there were many regional women who played a pivotal role.

**Why not encourage your unit to see if there is someone from your local area who is of interest?**

In the box on the next page is a list of potential people to explore. Choose one as a unit or split into smaller groups and ask them to pick one that interests them. Encourage the unit to find answers to some or all of the following questions.

- ✗ Where and when were they born?
- ✗ Where did they campaign?
- ✗ What was their life like? Which class were they from?
- ✗ How were they involved in the cause? A militant Suffragette or a peaceful Suffragist?
- ✗ What were their main activities/achievements?
- ✗ Did you learn anything surprising about them?
- ✗ Many campaigners also cared and spoke about other issues, did they make a difference elsewhere?
- ✗ How influential were they?
- ✗ How big were the risks they took?
- ✗ What did they have to sacrifice?

This research could culminate in:

- ✗ A written piece of work such as a diary entry or life story.
- ✗ A drawing, painting or sculpture of them or inspired by them.
- ✗ An oral presentation to the rest of the unit.
- ✗ Your banner or flag design!

**Lydia Becker:** formed one of the first Women's Suffrage societies in Manchester.

**Eliza Mary Sturge:** Active member of Birmingham Society for Women's Suffrage.

**Edith Mansell Moullin:** formed the Cymric Suffrage Union, a Welsh society based in London. It attempted to link women's suffrage with Wales and Welsh identity and sought to unite both Welsh men and women living in the capital to their cause.

**Rose Mary Crawshay:** from Merthyr signed the first women's Suffrage petition in 1866.

**Annie Kenney** - From Yorkshire. The only working-class woman to rise up the ranks of the WSPU.

**Sophia Duleep Singh** - Daughter of a Maharaja and goddaughter to Queen Victoria

**Kate Harvey** – Deaf, English Suffragist who participated in the Women's Tax Resistance League and was jailed for her refusal to pay tax if she was not allowed to vote.

**Isabella Tod** - established the North of Ireland Society for Women's Suffrage in Belfast and linked it to the London Women's Suffrage Society. Tod travelled throughout Ireland addressing meetings on the suffrage issue.

**Rosa May Billinghurst** - Disabled suffragette, secretary of the Greenwich branch of WSPU.

**Janie Allan** - From Glasgow involved in the NUWSS, WSPU and WFL.

**Men** - Powerful men spoke up for the women's organisations by presenting the bills to Parliament and arguing for their cause, often risking their own political careers.

Henry Nevinson: Led a militant men's organisation Men's Political Union for Women's Enfranchisement (MPUWE).

Frederick Pethwick Lawrence - A wealthy barrister who represented the Suffragettes in court, funded the WSPU out of his own money and produced their newspaper.

Keir Hardy MP: Scottish socialist, politician, and trade unionist, first working class socialist MP.

John Stuart Mill MP: presented the bill in 1866, wrote the '*The Subjection of Women*'.

**The British Women's Suffrage movement was almost exclusively white. Be inspired by women of colour by investigating the suffrage movements in other countries.**

**How were their experiences different?**

**Resources to help:**

[https://en.wikipedia.org/wiki/List\\_of\\_suffragists\\_and\\_suffragettes#British](https://en.wikipedia.org/wiki/List_of_suffragists_and_suffragettes#British)

<http://suffragistmemorial.org/african-american-women-leaders-in-the-suffrage-movement/>

## ACTIVITY 2 - Private vs Public Sphere



2.1

Ask the unit to write down in one column words they associate with men and in another, words they associate with women. They can do this individually, in pairs or you can do this as a whole unit. Together look at these words and allow some time for discussion:

**Do you agree with the column each word is in?**

**Do they solely belong to just men or just women?**

**Could any of the words go in both columns? Why?**

**How do these words relate to men and women we know?**

Explain that at the beginning of the 19th Century it was believed that men and women had very distinct purposes in life and they belonged to different spheres and different aspects of life. Men belonged in public and women in private. Stepping outside of these purposes and displaying qualities that weren't on their list was not something people did.

The type of words used to describe the public and private spheres are in the box below.

<b>Men: Public</b>	<b>Women: Private</b>
Work	Home
Politics	Family
Reason	Emotion
Action	Passivity
Power	Submission
Independence	Dependence
Self-interest	Selflessness

Compare your list with the early 19th Century one. This is a good opportunity to discuss what some of the words mean. We can start to see where our idea of a stereotypical man or woman comes from!

**Have these attitudes changed? Discuss**

## ACTIVITY 3 - Ambitions

### 3.1

Ask the unit to think of jobs/careers they would like to do when they are older. You can either divide the unit into smaller groups of 3 or more here or work as a whole unit. Come back together so there's one master list to work from.

Explain to the unit that in the early 19th Century women's lives were very restricted. They did not have the chance to do all the things that we can do today.

*In 1837 there were no girls' High Schools and no women were allowed to enter university. There were neither women nurses nor doctors. Married women had no right to their earnings or property; on marriage their husbands assumed control of both. Women had absolutely no rights over their children; husbands were the sole guardians. Apart from the Queen no woman was entitled to hold public office. There were no women's organisations per se.*

#### **Suffragettes: The Fight for Votes for Women**

**Invite individual members of the unit to stand up and feedback what jobs they had acted out. Discuss whether women would be permitted to do these jobs in the early 19th Century.**

An overall guide can be found here: <http://www.victorian-era.org/roles-of-women-in-the-victorian-era.html>

Things that were allowed:

-  Marriage
-  Motherhood
-  The Upperclass spent time organising tea parties, attending balls, knitting, horse-riding.
-  Middle class women might work as a governess or schoolmistress
-  Working class women carried out service work, cleaning, washing, made things from home such as hats or other clothes or worked in farming. As the industrial revolution progressed they worked in factories such as textile mills or on assembly lines. They did not earn as much as a man for doing the same job.
-  Anything else was off limits to women.

- ✘ The unit might have come up with jobs that were not invented in the early 19th Century i.e. anything technology based, and that can lead to further discussion using the following questions

**If we had the same attitudes towards gender today, would these tech jobs be off limit to women? Why?**

**Are there industries that have very unequal numbers of men and women working in them? \*Suggestion - Good to encourage numerical research here and see if it reflects their ideas.**

**Are there still jobs that men and women feel they shouldn't do?**

**Does that say anything about our gender expectations today?**

## ACTIVITY 4. A Fair Democracy?



### 4.1

This activity assumes that you have around 30 individuals in your unit. If it is fewer, try to scale it down.

- ✗ Cut out squares of card or paper, i.e. 15 of white, 15 of red (the colours do not matter, as long as it's two different ones).
- ✗ On the white cards only:
  - ✗ Draw a circle on one of them.
  - ✗ Draw a triangle on another one of them.
  - ✗ Draw a square on another 3 of them.
  - ✗ Draw a star on another 4 of them.
- ✗ You should end up with 9 white cards with various shapes drawn on them and all the red ones plain.
- ✗ Ask individuals to pick a card from out of a hat so it's complete chance who gets what.

Explain to the unit that you are going to have a vote on something. Choose something that will greatly affect them and they won't necessarily agree on.

BUT...only those with a circle on their card get to choose. Ask those individuals to stand up and make a decision.

### Is this fair? Why not?

Explain that this is what it was like in the UK before 1832. Only the very wealthy, who owned certain types of property got to vote and send men (white cards) to Parliament to make the decisions on how the country was run.

Throughout the 19th century, laws were passed called 'The Reform Act' which slowly gave the vote to more men. Each time women asked to be included and they were refused.

- ✗ In 1832 the first Reform Act was passed and now approx. 1 in 7 men. Ask the individual with the triangle on their card to stand up. Any fairer?
- ✗ In 1867 the 2nd Reform Act passed and the number of men permitted to vote rose. Ask the individuals with a square on their card to stand. Fair yet?
- ✗ In 1884 the 3rd Reform Act passed in parliament and 60% of men could now vote. Ask the individuals with a Star on their card to join the others. Is it fair now?

**If you were able to vote how did you feel?**

**If everyone else was able to vote, do you think the outcome would be the same?**

**Why were the rich and powerful men reluctant to give the vote to women and to poor working-class men?**

Women had few options in the 19th Century and no power to change that. To gain access to more opportunity they needed the laws to change, they needed the government to make decisions that included them and took into account their needs and the work that they did. Working class women needed better working conditions and those women who paid taxes and owned property felt they should have a say in how their taxes were spent just like the men did.

*You see, if we can get the vote we shall be able to vote for men to go to Parliament and make some decent laws for us poor women.*

Maud Arncliffe Sennett

**Do you notice anything strange about this statement by Maud Arncliffe Sennett writing to a Suffragette's son explaining why his mother has gone to prison?**

**She couldn't envisage a time when women might go to Parliament to make laws!**



## ACTIVITY 5 - WSPU; The Suffragettes and Militancy

In 1903 Emmeline Pankhurst and others including her daughter Christabel broke away from the NUWSS and formed the WSPU - The Women's Social & Political Union. They felt the cause needed a firmer more direct approach rather than petitions and meetings and came up with the slogan 'Deeds not Words'.



The Hammersmith Women's Social and Political Union (WSPU) banner, C.1910-1912.  
© The Museum of London

- ✗ Just like the NUWSS, the WSPU continued to march and hold meetings and write and sell their newspaper 'Votes for Women'. They continued to collect signatures and present petitions to Parliament but were refused a meeting with authorities.
- ✗ They began speaking out at public meetings, interrupting the speeches of politicians and trying anything that would get them attention. They would either get arrested for disruption or get into fights when being thrown out by the police.
- ✗ The women would go to court and refuse to pay the fine even though they could afford it and they would be sent to jail.
- ✗ Authorities refused to treat them like political prisoners and in protest the women refused to eat. Eventually they were force fed, a very painful procedure. One woman, Charlotte Marsh was fed 139 times.
- ✗ This all produced huge amounts of publicity for the cause, in newspapers and by word of mouth. People were outraged the women would be treated in this way.
- ✗ Spurred on by this publicity, the WSPU became more and more militant, their acts growing in violence as the years progressed. Window smashing, bombs, arson and attacking politicians all became part of their campaign.
- ✗ They had a policy of not wanting to hurt individuals but they caused a lot of damage.
- ✗ They called these attacks 'outrages'

A fantastic resource by the BBC where you can watch clips of some of the suffragettes talking about their militant actions: Under the heading 'Clickable: Dangerous Women' <http://www.bbc.co.uk/guides/zt3wmnb#zw6b9qt>



## 5.1

Below are some specific suffragette outrages.

1908 - Police had been placed in Parliament to prevent the women from reaching the door of the House. 20 women hid in a furniture van which drove up to the House of Commons, the doors opened and out they flew!

1908 - Flora Drummond led a group of suffragettes on a steam boat down the river Thames. When they approached the Houses of Parliament with all the MPs enjoying afternoon tea on the terrace, they unfurled a huge banner advertising the Hyde Park demo and inviting the MPs!

1908 - Miss New and Nurse Chew chained themselves to the railings outside no. 10 Downing Street and shouted 'Votes for Women' until the police could break their chains.

1909 - two Suffragettes, Miss Solomon and Miss McLellan, posted themselves to 10 Downing Street in an attempt to deliver a message personally to Prime Minister Herbert Asquith. At this time Post Office regulations allowed individuals to be "posted" by express messenger.

1909 - Alice Chapin broke a glass bottle on one of the ballot boxes in a polling booth. Released a liquid that authorities said was corrosive but she claimed was not and she only wished to spoil the papers.

1913 - Kitty Marion and Clara Given set fire to the Grandstand at Hurst Park racecourse.

1914 - Various bombings and arson took place, some of which can be found here. <http://www.heretical.com/suffrage/w-terror.html>

1914 - Emmeline Pankhurst had been rearrested and was being force fed in prison. Suffragette Anne Hunt, armed with a meat cleaver, entered the National Portrait Gallery and hacked away at a painting of one of its founders in protest. She was dubbed the "fury with a chopper".

- ✕ Divide the unit into groups of 5 or 6.
- ✕ Either choose one outrage and explore the details as a class or get the groups to research one of their own choosing. They can easily look online for any images that appeared in newspapers at the time and accounts of the event to help their understanding.
- ✕ The individuals must create a television news report that might be broadcast if the outrage had happened today.
- ✕ You might watch a few news reports first. What are the key things they need to include? Facts, witnesses, what are the questions raised, what will happen next? Opinion from studio guests.
- ✕ Get the unit to write down the key facts of their report to include.
- ✕ Assign a studio presenter, an on-the-street reporter, witnesses to interview etc. Think about how those present would have felt about the women. Did their actions frighten people?

### Discussion

**Why did the Suffragettes turn to violent tactics?**

**How effective was it?**

**Were the suffragettes right to be so militant and direct?**

**There were 3 splits in 7 years. Why do you think they fell out with each other so much?**

Once the Suffragettes started burning down community buildings such as churches and libraries, their support, particularly amongst the working class dwindled.

**Would you sympathise with their cause even if they burnt down your library?**

**PART 2: DEMOCRACY NOW!**

**ACTIVITY 1 - Discuss & Debate**

**X 1.1**

Questions for discussion in pairs, small groups or as a whole unit:

- **Do you think boys and girls are treated equally in 2018?**
- **Are there enough female politicians?**
- **Are there still people who can't vote now? (Homeless, prisoners, under 18s) Should this change?**
- **Are there reasons why people might not vote? (Apathy, infirm, too busy, don't think their vote counts for anything)**

This can simply be kept at discussion level but could develop into a formal debate.



Katherine Douglas Smith speaking to a crowd of men, Portsmouth, c.1906-1914. © The Women's Library @ LSE

## ACTIVITY 2 - Making a difference



### 2.1

Many women wanted the vote to be able to change society for themselves or for others. Without the support men, both in Parliament and out, the women wouldn't have even got their bills read or their petitions acknowledged. It was important that those with power and public profile spoke up for the cause and also stepped aside so the women themselves could speak.

**Can they think of any circumstances in their experiences where you might be able to speak up for someone who can't speak up for themselves?**

**If you said something would you be listened to?**

#### Extension for older units:

In pairs: write down any campaigns they've come across that aim to help other people or make a big change in society? How have they gained publicity? What tactics have they used? Suffragette or Suffragist or a mixture?

- ✗ Anti-Fracking - their action is quite direct, in fact environmentalists often engage in activities that get them arrested. Such as trespassing or disturbing the peace.
- ✗ Students from the Florida school shooting - they marched, spoke in public and this has led to 7000 (number of children who have died from guns in the US since 2012) pairs of shoes outside the US Capitol as they call for tighter gun control.
- ✗ What about the numerous petitions we can sign online these days? Ask the unit: Is it enough just to sign a petition? The Suffragist didn't have that, what was the advantage of traveling the country and speaking to people?



### 2.2

- ✗ Either work as a whole unit or split up into 4s or 5s.
- ✗ Get the groups to think about their community, their lives. Are there things they wish to change or make it fairer? This can be open or you might wish to narrow it down to a certain area of life. All groups could work on the same cause or each group could have its own.
- ✗ How would this change happen? Who or what organisation has the power to facilitate it?
- ✗ Take constitutional action like the Suffragists and prepare a petition. Gather signatures by talking to others and convincing them of their cause.

- ✗ Then when you think you have a good number of signatures either write a letter to the individual who you think has the power to change things or present the petition in person.
- ✗ It might be that they write to the local councillor or MP. Will they get a response? A template for a letter can be found here:  
<https://www.processions.co.uk/workshops/toolkits/>

**Extensions:**

- ✗ Develop further strategies to gain attention for the campaign.
- ✗ Produce some campaign material; flyers, badges, a logo, a slogan to gain more attention.
- ✗ Plan a demonstration. Who will make speeches? They need a route to march along with their banners that will get the most attention from the right people.
- ✗ Write a song, piece of spoken word or rap to support your mission and inspire others.

# PROCESSIONS

## PART 3: GET INVOLVED!



Suffragettes making banners and pennants for the procession to Hyde Park, 23 July 1910

©LSE Women's Library

### **Make your banner, pennant or flag**

The Suffrage banners were designed to engage, provoke and empower, your final banner should also express the ideas, concerns and hopes of women in the 21<sup>st</sup> century.

### **Ideas for content – What to put on your banner or flag/pennant**

- ✗ All individuals to think of one thing that sums up girls and women's ideas, hopes and concerns in the 21<sup>st</sup> century and design their banner/flag/pennant using this as inspiration. It might be: a personal object, an historical image, banner or textile, a picture in a magazine, paint colour charts, a piece of fabric, an example of embroidery, a photograph.
- ✗ Use lyrics from songs or line from a poem.
- ✗ Use the activities in Part 1 and 2 of this resource and make your banner about a particular woman, either from the Suffrage movement, one of Anita Corbin's portraits, or from your research into local Suffrage figures.
- ✗ Using this online gallery [vads.ac.uk](http://vads.ac.uk) take inspiration from Mary Lowndes, who established Artists Suffrage League (ASL) and created posters and banners for suffrage events.

### **Did you know?**

The "Green, White, Violet" of the Suffragette colours stood for "Give, Women, Votes". Using these colours was a new technique in branding and was hugely successful. It is often seen as the precedent for the use of political party colours we're familiar with today.



## Designing and making your banner or Pennant/Flag

Please download our accompanying toolkits for a guide on how to make your banner or pennant/flag.

These toolkits are just a guide, so feel free to take what you need from them, get creative and adapt as you like!

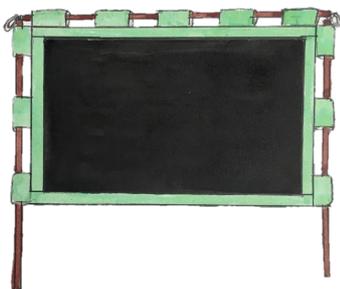
<https://www.processions.co.uk/workshops/toolkits/>



**Pennants and Flags**



**Single Banner**



**Double Banner**

## Why not...

- ✗ **Get creative and use only recycled materials sourced from charity shops, collect unwanted clothing and up-cycle table cloths and bedsheets to make your banner.**
- ✗ **Source and use objects and art equipment you've already got that might be left-over from other projects**
- ✗ **Encourage parents and friends to make take part in workshops or make their own banners at home**

*'A banner is a thing to float in the wind, to flicker in the breeze, to flirt its colours for your pleasure, to half show and half conceal a device you long to unravel...Choose purple and gold for ambitions, red for courage, green for long cherished hopes.'*

**Mary Lowndes, suffragette, from 'Banner & Banner-Making', 1909**

## **Take Part**

We would love Girlguiding units to take part on the day and bring their banner and pennant creations. Events are taking place in Belfast, Cardiff, Edinburgh and London. If you want to take part as a unit please register on our website <https://www.processions.co.uk/register/>

For further advice and information about bringing a Girlguiding unit to take part on 10<sup>th</sup> June, please contact [louise.dennison@processions.co.uk](mailto:louise.dennison@processions.co.uk)

## **Share Images**

Remember - we'd love to see your work. Please take photographs during your workshops and of your final banner, pennants or flags and post them on social media using the hashtag #PROCESSIONS2018 and the handle @processions2018.

If you can, please tag @ArtichokeTrust and @1418NOW.



Thank you