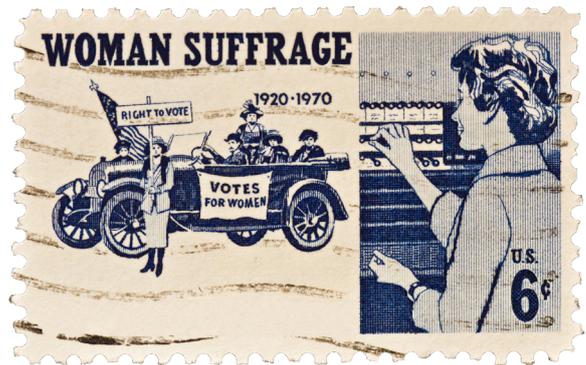


## The Suffragettes

In the late 19th and early 20th centuries, many women in Britain campaigned to get the right to vote in political elections. In 1903, Emmeline Pankhurst, who founded the Women's Social and Political Union (WSPU) with her daughters, gained much notoriety for its direct and aggressive actions. Their motto was "deeds not words". The newspapers quickly dubbed the activists "Suffragettes", from the term "suffragist", in an attempt to belittle their fight for advocating women's suffrage. For the next decade, they protested loudly, breaking shop or government office windows, chaining themselves to the iron railings of Buckingham Palace or 10 Downing Street, attacking politicians or disrupting meetings. On June 4, 1913, one of them, Emily Davison, even died after throwing herself in front of the King's horse at the Epsom Derby. The women, who were repeatedly sent to jail, wanted to be charged as political

prisoners rather than criminals. They went on a hunger strike but were force-fed. In 1913, the government passed the Cat and Mouse Act which meant that when the hunger-striking prisoners were too weak, they were released then re-arrested for any trivial reason and the whole process started again. During the first World War the suffragettes suspended their campaign and when the war ended, the Government gave the right to vote to

women over the age of 30 through the Representation of the People Act 1918. Ten years later, in 1928 all women over 21 won the right to vote, finally gaining electoral equality with men.



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### TEACHING IDEAS

Have your students discuss the evolution of the situation of women since the 20th century and comment on the motto "deeds not words". To what extent do they agree with this motto? Is it still appropriate nowadays? Can they give examples? Just like the suffragettes who fought for their beliefs, have your students discuss causes they would like to defend.



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## "The New Colossus"

The Statue of Liberty, officially named "Liberty Enlightening the World", stands on Liberty Island in New York Harbor. It was a gift from the people of France and commemorates the friendship between both nations. Designed by Frederic Auguste Bartholdi and Alexandre Gustave Eiffel, the statue was started in 1875 and completed in France in July 1884. In order to get the statue to the United States, it was broken down into 350 individual pieces and packed in 214 crates. It arrived in New York Harbour on June 17, 1885 and in October 1886, was erected on its granite pedestal. It rapidly became a landmark and was one of the first things that the immigrants saw when they entered New York through the harbour. It was consid-

ered by many as a welcoming sight and a true symbol of America. Lady Liberty holds the torch and bears a tablet upon which is written the date of the Declaration of Independence. A broken chain lies at her feet. Engraved on a bronze plaque inside the pedestal, in the museum, the lines of the famous poem "The New Colossus" by Emma Lazarus can be read:  
*Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!*

### TEACHING IDEAS

Why not ask your students to imagine they are on a visit on Liberty Island. Have them write for a travel blog about their visit and the way immigrants in the 19th century would have felt when they saw the Statue of Liberty in the harbour after a few weeks at sea (their fears, their doubts, their hopes, their aims on this land of opportunity).