



Year 8 History: Autumn 1 Knowledge Organiser: REVOLUTIONS!

Why did monarchies become so unpopular in the 17th and 18th centuries?

In the 17th and 18th centuries, monarchies went out of fashion in England, France and in the thirteen North American colonies! There were revolutions which saw the overthrow of a ruling King and a new form of government introduced. This unit is a comparative study of three revolutions, allowing you to compare the similarities and differences concerning why they broke out



The English Civil Wars and Charles I

- ⇒ By 1642, England had become bitterly divided between supporters of King Charles I (**CAVALIERS**) and supporters of Parliament (**ROUNDHEADS**). Seven years later, following bitter fighting, Charles I lost his head. Why?
- ⇒ **RELIGION**: King Charles I was a 'High Church' Protestant (an **Arminian**). He liked lots of Catholic practices and rituals like stained-glass windows, incense, bells and colourful vestments.
- ⇒ However, a lot of English Christians were **Puritans**, who hated Catholic practices. They were outraged when Charles married a Catholic princess (Henrietta Maria) and with **Archbishop William Laud's unpopular church reforms**.
- ⇒ **SCOTLAND**: angry churchgoers threw stools at priests when Charles introduced a **new Prayer Book** in 1637! Many signed the **National Covenant** and declared war when King Charles didn't back down on church reforms.
- ⇒ **ECONOMICS**: Charles needed money quickly, to fund his Scottish War and brought in a **hugely unpopular tax called Ship Money**.
- ⇒ **POLITICS**: the King believed in **Divine Right** (that he was chosen by God) and hated sharing power with Parliament. Charles used the **Court of Star Chamber** to punish his opponents and **closed down Parliament for eleven years** in 1629.

The French Revolution

- ⇒ French kings ruled with **absolute power**. They had almost full control when running the country, but by the 1780s, the people had had enough and Louis XVI was beheaded in 1793. Why?
- ⇒ **LAVISH LIFESTYLES**: the French kings, their families and their closest advisers all lived in luxury in the grand Palace of Versailles, where they spent huge sums of money on food, art, decorations and partying.
- ⇒ **UNFAIR ESTATES**: France was divided into three 'estates': the Clergy, the Nobility and the Peasants. The first two **enjoyed special rights and privileges** that peasants did not.
- ⇒ **TAXATION**: the First and Second Estates were exempt from paying taxes, but peasants were not, paying for salt (**gabelle**), the church (**tithe**), the land (**taille**) and having to do forced labour (**corvée**)
- ⇒ **STARVATION**: a series of bad harvests led to food **shortages**, leaving many to go hungry. There were even food riots in cities over high prices!
- ⇒ **ECONOMY**: France was nearly bankrupt and had huge debts, but the First and Second Estates **rejected Louis' attempts to raise taxes**.
- ⇒ The Third Estate set up the **National Assembly**; people stormed the royal Bastille fortress and soon radicals launched a **reign of Terror**, beheading those associated with the old regime.

The American Colonies

- ⇒ By the 1770s, Britain had **thirteen colonies** in North America and the economy continued to grow as the settlers traded goods with Britain. However, tensions rose quickly and by 1776, representatives at the **Continental Congress declared they wanted to become an independent country**. Why?
- ⇒ **NO TAXATION WITHOUT REPRESENTATION!** Americans had to pay British taxes but were angry that they had no say on these taxes or laws affecting them. They wanted to **have their say** in Parliament.
- ⇒ **UNPOPULAR LAWS**: the American settlers were forced to provide housing for British soldiers, pay for their supplies and were forced to buy goods from British ships, which were more expensive.
- ⇒ **STAMP ACT**: this law placed a tax on official documents, newspapers and even playing cards!
- ⇒ **BOSTON MASSACRE**: in 1770, about 100 angry protesters in Boston started throwing stones at British soldiers; a shot went off by mistake and soldiers soon killed five. **Americans were outraged**.
- ⇒ **TEA**: Britain placed **high taxes on tea** and as a protest in December 1773, demonstrators raided a British ship and threw 342 chests of tea into the Harbour. This was called the '**Boston Tea Party**'.
- ⇒ Britain soon passed **harsh laws in Boston** and this was a spark of the American War of Independence, and **fighting broke out in 1775 at Lexington**.

GLOSSARY

- ◆ **Divine Right**: the idea that Kings were chosen by God to rule..
- ◆ **Absolutism**: a form of rule where a monarch has almost complete, unlimited power.
- ◆ **Puritans**: radical Protestants who wanted to remove all Catholic beliefs and influences.
- ◆ **Arminians**: 'High Church' Protestants who liked many Catholic practices and beliefs.
- ◆ **Estates**: three 'classes' of French people, consisting of the Clergy, Nobility and Peasants.
- ◆ **National Assembly**: French peasants set up their own Parliament to change how France was governed.
- ◆ **Representation**: the idea that the British settlers in the American colonies should have a voice in the British Parliament.

1625: Charles I becomes King

1629: Charles I's Personal Rule begins

1637: new Scottish Prayer Book

1642: English Civil Wars begin

1649: Charles I beheaded

1770: Boston Massacre

1773: Boston Tea Party

1776: Declaration of Independence

1789: storming of the Bastille

1792: Louis XVI removed from power

1793: Execution by guillotine of Louis XVI



Year 8 History: Autumn 2 Knowledge Organiser: What led to the growth and decline of West African Kingdoms?

European historians, often with racist and prejudiced views, used to dismiss the history of Africa as nothing but 'darkness', unworthy of study. This enquiry is designed to prove how wrong these views were. The history of West African kingdoms, before the arrival of Europeans, is fascinating, and features powerful warrior kings who led their societies into becoming some of the most diverse and developed in the medieval and early modern world.



Kingdom of Mali



- ⇒ The *Mande* people of West Africa, led by **SUNJATA KEITA**, the 'Lion King', developed the **Kingdom of Mali** around the year 1235.
- ⇒ For the next 200 years, Mali was one of the richest and most powerful countries in the world.
- ⇒ Sunjata Keita, who reigned 1235-1255, was a strong warrior who conquered new territory and expanded Mali. Under his rule, traditional Mande **culture thrived** and Mali **traded** vast amounts of goods.
- ⇒ There was a '**Golden Age**' of Mali under the reign of Sunjata Keita's great-nephew **MANSA MUSA**, who ruled from 1312-1337. Some claim he is the **richest man who ever lived!**
- ⇒ Mansa Musa increased his army to 100,000 men and conquered and invaded 24 cities, including **Timbuktu**, which became Mali's most important city.
- ⇒ Mansa Musa was a devout Muslim and promoted learning and scholarship. Important **universities** in Gao and Timbuktu had large, impressive libraries.
- ⇒ He went on **pilgrimage to Mecca** in 1324, building several mosques upon his return.
- ⇒ The Kingdom went into decline because of **in-fighting within the Royal Family** and the growth of a **rival power**: the Songhay Empire based in Gao.

Kingdom of Benin



- ⇒ The Kingdom of Benin's history can be traced to c.900, when the *Edo* people built settlements by the **Niger River**.
- ⇒ For centuries, the Benin people made **bronze sculptures** to celebrate the achievements of their rulers, known as **obas**.
- ⇒ They had considerable power, and led a council of **chiefs**. The people believed the oba was the descendant of *Osanobua*, the God who created the world.
- ⇒ The kingdom expanded in the fifteenth and sixteenth centuries under the **rule of five warrior obas**, beginning with **OBA EWUARE I** (c.1440-c.1480).
- ⇒ Ewuare **re-built Benin City** after it had been devastated by fighting.
- ⇒ By the 17th century, it was a wealthy capital city. It had street lamps, fuelled by palm oil, **300 years before London had street lighting**.
- ⇒ Benin began to decline as the **conquered people within it** began to demand independence.
- ⇒ Benin began trading with Europeans in 1486, and became **involved in the slave trade**.
- ⇒ It would eventually fall under the control of the **British Empire**, which brought Benin into the **Colony of Nigeria**.

Kingdom of Asante



- ⇒ The Kingdom of Asante was formed after a number of **Akan** communities formed together in 1701.
- ⇒ **Osei Tutu** became the first ruler, or **Asantehene**, of the Kingdom. Legend has it that when he became ruler, a priest began praying and a Golden Stool came down from heaven.
- ⇒ The Golden Stool became a sacred symbol of the Asante rulers and people.
- ⇒ The Kingdom became wealthy via **trade with Europeans**, including the British and Portuguese, with goods such as **gold and slaves**.
- ⇒ The 'Kingdom of Gold' became very powerful in the 18th century, but began to decline once countries in Europe **started to abolish the slave trade**.
- ⇒ In the 19th century, Britain was developing its overseas empire and wanted more influence in West Africa. A series of wars began, called the **Anglo-Asante Wars**.
- ⇒ The final conflict between Britain and Asante became known as the **War of the Golden Stool**.
- ⇒ **YAA ASANTEWAA**, the Queen Mother, led an army to resist the British, and the Golden Stool was never captured. However, she was arrested and exiled and Asante became part of the **British Gold Coast colony**, which is in modern-day Ghana.

GLOSSARY

- ◆ **Griots**: praise-singers who passed oral history on to the next generations through singing and performances.
- ◆ **Caravan**: a group of people and animals who travelled across the desert.
- ◆ **Mansa**: a ruler of Mali.
- ◆ **Scholars**: highly educated people who shared their ideas.
- ◆ **Tribute**: a payment made by a less powerful ruler to a more powerful ruler.
- ◆ **Oba**: a ruler of Benin.
- ◆ **Asantehene**: a ruler of Asante.
- ◆ **Asantehema**: the 'Queen Mother' of Asante, but not necessarily the mother of the ruler. It could refer to a leading female figure.
- ◆ **Matriarchal**: a society in which women, not men, lead.

c.900: foundation of Benin Kingdom

1235: Sunjata Keita founds Kingdom of Mali

1312: Mansa Musa becomes Mali's leader

1324: Mansa Musa travels to Mecca

1440: Ewuare I becomes first Oba

1469: fall of Timbuktu

1606: death of Oba Ehengbuda; start of Benin's decline

1701: Osei Tutu founds Asante Kingdom

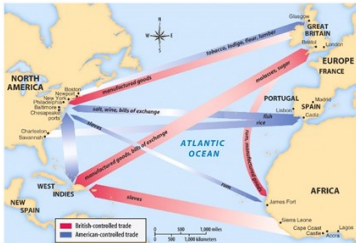
1900: War of the Golden Stool



Year 8 History: Spring 1 Knowledge Organiser: How and why was Britain involved in the transatlantic slave trade?

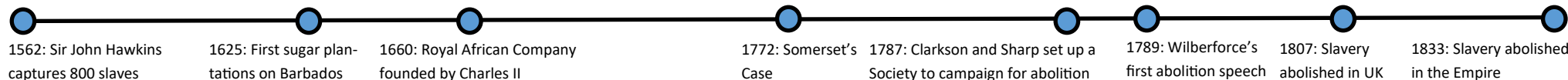
European involvement in the trafficking of African slaves to the Caribbean and the New World began in the late 15th century. By the 17th and 18th centuries, Great Britain had 'mastered' the transportation of slaves from West Africa to the New World. An estimated 15 million slaves were transported, and Britain led the way. This enquiry will focus on how and why Britain excelled in this brutal practice, and why we suddenly abolished the practice in the 1800s.



West Africa before the Slave Trade ⇒ Slavery had existed in Africa for centuries, but the transatlantic slave trade had a large impact. ⇒ Africa had rich, vibrant cultures in the medieval era, like the Kingdom of Benin, which was ruled by its Oba, had large trading networks and skilled craftsmen able to produce bronze sculptures. ⇒ Portugal was the first European nation to participate in the transatlantic slave trade, moving slaves to its colonies like Cape Verde. ⇒ Soon, there was a vicious cycle. Demand for slaves grew in return for <u>goods</u> and <u>weapons</u>.	How did Britain get involved? ⇒ During Elizabeth I's reign, explorers like Sir John Hawkins began <u>transporting slaves</u> to Spanish colonies like Mexico and Caribbean islands. ⇒ Soon, England would get her own colonies in the Caribbean, like Barbados and Jamaica. Slaves would be <u>sent to work on tobacco and sugar plantations</u>. ⇒ The Royal African Company began in 1660 and traded <u>gold</u>, <u>ivory</u> and <u>slaves</u> from West Africa to the Caribbean. 150,000 slaves would be shipped by the 1730s; most were branded like cattle.	Triangular Trade and Middle Passage  ⇒ Slaves were taken to the New World; raw materials were taken to Europe and Africa would receive manufactured goods and weapons. ⇒ Conditions during the 'Middle Passage' from Africa were atrocious: 1/5 of slaves would die.
What was plantation life like? ⇒ If slaves survived the voyage across the Atlantic Ocean, mistreatment and misery continued. ⇒ Many <u>families were forcibly separated</u> as slaves were often sold individually at auctions. ⇒ Both domestic slaves (who worked in households) and field slaves (who collected cash crops like cotton on plantations) worked long hours. ⇒ Discipline was very harsh. Many slaves were whipped. They may have had Sundays off.	Did any slaves resist or revolt? ⇒ TOUSSAINT L'OUVERTURE: led a successful slave uprising in the French colony of Saint-Domingue (Haiti). Slaves rebelled against their masters and it was abolished in 1804. ⇒ MAROONS: In Jamaica, the 'Maroons' were led by an unknown woman called Nanny. She led revolts against British rule and helped slaves escape activity and they lived high in Jamaica's Blue Mountains. ⇒ HARRIET TUBMAN: the lead conductor of America's 'Underground Railroad' where slaves would escape captivity to free Northern states.	Why was slavery abolished in the UK? ⇒ Somerset's Case in 1772 ruled that slavery had no basis in English law. Slave-owners could not remove or sell a slave on English soil. ⇒ Thomas Clarkson and Granville Sharp led a public-information campaign, and would travel the UK informing people about slavery's horrors. They were helped by former slaves like Olaudah Equiano. ⇒ 1.5 million people signed anti-slavery petitions. Sugar grown by slaves was boycotted. ⇒ William Wilberforce helped pass the Abolition of Slavery Act in 1807 through persuasive and forceful speeches in Parliament.

GLOSSARY

- ◆ **Trafficking**: the illegal trade in people.
- ◆ **Plantation**: a large farm or estate where one crop is grown.
- ◆ **Triangular Trade**: a term used to describe the passage of goods and slaves between Europe, Africa and the Americas.
- ◆ **Barracoons**: wooden cages where slaves were held in West Africa prior to transportation.
- ◆ **Spirituals**: religious songs performed by slaves.
- ◆ **Petition**: a list of demands or requests signed by many people.
- ◆ **Boycott**: when people refuse to buy something as a protest.
- ◆ **Enlightenment**: new ways of thinking that emerged in the 18th century, based on logic and reason, not tradition.





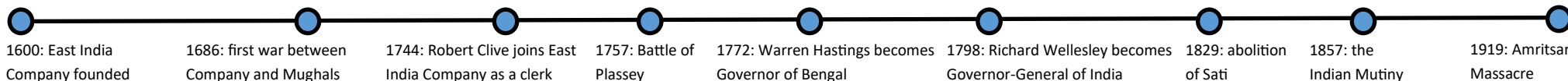
Year 8 History: Spring 2 Knowledge Organiser: What was life like in British India?

From the 15th century onwards, England, and later Britain, would expand and create the largest colonial empire the world had ever seen. At its peak, one-quarter of the world was under British control, leading to significant economic growth and more power and prestige. The jewel in Britain's imperial crown was India. This enquiry will allow you to study how and why Britain, and the East India Company, acquired control over India over the 18th and 19th centuries. You will study the impacts of colonialism in India and assess why it remains a controversial topic to this day.



Why colonise India? ⇒ POWER: England and Britain faced competition from other European powers to expand and develop overseas empires. ⇒ TRADE: The Mughals who ruled India wanted to expand trade with Europe and had silks, spices and textiles to sell to new markets. ⇒ RELIGION: In the 18th and 19th centuries, British Christian missionaries wanted to spread the Gospel abroad, working closely with officials. ⇒ RACE: many imperialists thought it was their duty to 'civilise' inferior races and peoples.	What was the East India Company? ⇒ Elizabeth I set up the East India Company in 1600. It was set up to increase English trade in <u>silks, spices, tea, cotton, indigo dye</u> and <u>opium</u>. ⇒ The Company arrived in India as traders, but became involved in disputes with local rulers and princes. The Company's Army would soon go to war. ⇒ The Company started to control vast swathes of India on behalf of the British Crown after the Battle of Plassey in 1757. It would rule for a century before the Crown took over in 1858.	Who were the Empire Builders? ⇒ ROBERT CLIVE (1725-1774): a clerk for the Company before becoming Commander-in-Chief of the Company Army. Fought against France and local Indian rulers. Inflicted a huge defeat at Plassey, installing Mir Jafar as a puppet ruler. ⇒ WARREN HASTINGS (1731-1818): the Governor of Bengal who tried to introduce reforms to the justice system. Accused of corruption and <u>impeached</u> by Parliament in a special trial. ⇒ RICHARD WELLESLEY (1760-1842): increased British control by making deals with local Indian princes in return for taxes, land and garrisons.
Why did the sepoys rebel in 1857? ⇒ Sepoys were paid less than white soldiers; were passed over for promotion and some wanted more power in the hands of Indians. ⇒ Both Hindus and Muslims opposed the new greased gun cartridges, which meant they would have to <u>go against their faith</u> and bite into beef or pork fat to load their rifles. ⇒ A major uprising broke out in Meerut and would spread to Cawnpore, Lucknow and Delhi. <u>Atrocities were committed on both sides</u>. The Mughals were <u>deposed</u> and the British Crown took over the government of India in 1858.	Impacts of British Rule in India ⇒ The British were appalled at the Hindu practice of Sati, or widow-burning, when wives would throw themselves on the <u>funeral pyres of their deceased husbands</u>. It was abolished in 1829. ⇒ Over 24,000 miles of railway lines were built and Britain helped develop an Indian mining industry. ⇒ Raw cotton was sent to British textile mills, which destroyed the local cotton trade. ⇒ Farming: Britain invested in dams and irrigation, but cash-crop farms led to widespread <u>famines</u>.	What happened in Amritsar in 1919? ⇒ Over 70,000 Indians died for the British Empire in WWI. ⇒ There was demand for more power to be given to local Indians, and demonstrations began breaking out. ⇒ Harsh military rule was imposed in parts of India in 1918, leading to more demonstrations. ⇒ Some Indians started <u>demanding independence</u>; R. H. Dyer was sent to suppress a protest in Amritsar, and he ordered the shooting dead of 379 Indians. This was the Amritsar Massacre.

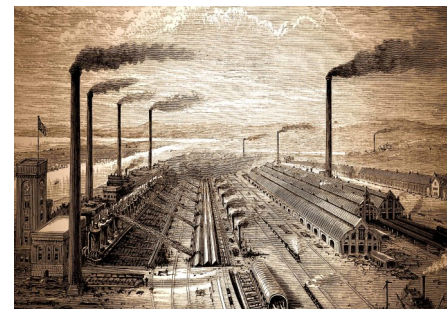
GLOSSARY
◆ Imperialism: the desire to expand overseas and take over more colonies abroad. ◆ Colony: a country or area under the control of another country. ◆ Mughal Empire: the Mughal Emperors ruled over India until Britain took over. ◆ Garrison: a local base where troops are stationed. ◆ Nawab: a local Indian prince or ruler. ◆ Sepoy: an Indian soldier who fought in the British Army. ◆ Mutiny: to rebel against your commanding or senior officers. ◆ Cash crops: crops grown for profit and not solely for food, like tea or cotton. ◆ Viceroy: representative of the British Crown in India after 1857.





Year 8 History: Summer 1 Knowledge Organiser: How was Sunderland and the North East shaped by the Industrial Revolution?

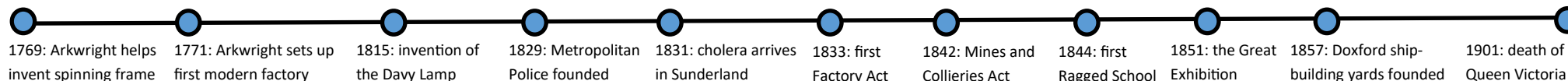
The 18th and 19th centuries saw a period of great change in Britain. We became the 'workshop of the world' as inventions and factories enabled Britain to produce vast quantities of goods that could be sold abroad. People's lives undoubtedly changed, but this enquiry will allow you to judge whether the change was really for the better, since it was also an era of crime, disease, child labour and long and difficult working conditions.



What was the Industrial Revolution? ⇒ The changes started in the countryside. Field <u>enclosure</u>, <u>crop rotation</u>, <u>selective breeding</u> and new inventions like steam-powered ploughs ensured Britain's industrial workers could be fed. ⇒ Before 1750, most people worked in the countryside. Some had side jobs like textile weaving. These were small-scale 'cottage industries'. ⇒ This 'domestic system' changed to the 'factory system' when Richard Arkwright pioneered the <u>mass production</u> of manufactured goods and textiles. Factories soon spread across Britain.	Sunderland and the North East ⇒ Coal mining flourished in the North East, especially in County Durham. Coal was needed to power the new factories. ⇒ Mining was especially dangerous. There were explosions, floods and collapses. The Davy Lamp and steam-powered water pumps made the job safer. ⇒ Still, 223,000 people in the North East worked in mining by 1919. ⇒ Sunderland was also renowned for its flourishing glass-making and shipbuilding industries.	Child labour in coal mines and mills ⇒ Education was not compulsory until 1870, and many families needed the extra wages child labourers would receive in order to survive. ⇒ Children were useful in cotton mills, since they were small and could <u>crawl under machines</u> to clear away dust, debris and repair threads. It was not uncommon for limbs to be lost. ⇒ In mines, children as young as 5 were employed. Many were trappers who worked in the dark raising or lowering gates to let mine carts through. Hours and conditions were brutal.
Lord Shaftesbury's Reforms ⇒ Factory Act 1833: reduced child working hours and two hours' education a day was required. ⇒ Mines and Collieries Act 1842: following a mining disaster in Yorkshire which claimed 26 young lives, boys under 10 and all girls were banned from working underground. ⇒ Chimney Sweepers' Acts 1840 and 1864: banned all children under 21 to work as sweeps. ⇒ Ragged Schools: set up in the slums and poorest areas to provide a basic free education to some of the most vulnerable children in society.	Dirt and Disease in Victorian cities ⇒ Towns grew rapidly, but the quality of housing for the poorest was dire: slums led to overcrowding which enabled diseases to spread rapidly. ⇒ There was no rubbish collection and no National Health Service. Seeing a doctor or obtaining medicine was unaffordable for many families. ⇒ Cholera was a deadly water-borne disease that was spread by bacteria living in dirty water. The UK's first outbreak occurred in Sunderland. ⇒ Other infectious diseases like tuberculosis, whooping cough and scarlet fever spread rapidly.	Crime and Policing ⇒ <u>Big cities</u> like London were tricky to police and crimes like petty theft and burglaries were widespread in the overcrowded, dimly-lit rookeries. ⇒ In 1829, Home Secretary Robert Peel set up the Metropolitan Police in London, with 3,200 constables to work in the city. ⇒ By 1856, it was compulsory for every town and county to have a police force. ⇒ To solve complex cases, detective branches were set up in all areas by the end of the 19th century. They used the latest forensic science.

GLOSSARY

- ◆ **Enclosure**: when open fields and common land was fenced and hedged to create smaller, more efficient fields.
- ◆ **Lock**: devices that allow barges to move between water levels.
- ◆ **Toll**: a fee charged for using a stretch of canal or a lock.
- ◆ **Spinning frame**: a machine used to mechanically spin thread from fibres like wool or cotton.
- ◆ **Colliery**: a coal mine and associated buildings.
- ◆ **Ragged School**: a free school set up to teach poor children.
- ◆ **Slums**: overcrowded and filthy homes lived in by the poorest.
- ◆ **Vagrancy**: wandering and begging by homeless people.
- ◆ **Urbanisation**: people moving from the countryside to towns.





Year 8 History: Summer 2 Knowledge Organiser: How did Britain become a fairer and more democratic society?

Today, we have elections every year where all adults can vote for local councillors or MPs to make decisions on our behalf. Britain is a full democracy, but this was not always the case. Before 1832, just 439,000 out of 16.5m men could vote, and only those who owned enough property. It would take until 1918 before the first women could vote in the UK. This enquiry allows you to follow the long and slow road towards reform in the UK.



What happened at 'Peterloo' in 1819? ⇒ By 1819, lots of people <u>were out of work</u> and <u>food prices were high</u>. Only a small number of rich, property-owning men could vote. ⇒ 60,000 demonstrators gathered in St. Peter's Square in Manchester to demand an expansion of the franchise. ⇒ The demonstration was lively, with marching bands. Local magistrates wanted to arrest the main speaker. Soldiers were sent in, injuring 750 and killing 18. ⇒ The 'Peterloo Massacre' was <u>widely condemned</u>.	What was the 'Great' Reform Act? ⇒ After Peterloo, the government feared a revolution like the one in France. ⇒ It passed the 'Six Acts' which restricted the rights of the people to gather and allowed magistrates the power to search for weapons. ⇒ Some politicians knew the system had to change: there was a <u>lot of corruption</u> around election time. ⇒ The 1832 'Great' Reform Act scrapped 56 'Rotten' Boroughs and gave MPs to some towns for the first time, like Sunderland. It expanded the number of voters by 78%.	Who were the Chartists? ⇒ The 1832 Reform Act was limited. It only expanded the vote to middle-class men. Women and working-class men still had no vote. ⇒ The Chartist movement was set up in 1838 to demand more rights. ⇒ Their demands were written in the People's Charter. They included <u>votes for all men</u>; secret <u>ballots</u> and <u>equal-sized constituencies</u>. ⇒ The Chartists organised many petitions and public demonstrations, but it would take several decades until their demands were finally met.
Who were the Suffragists? ⇒ By the 1890s, some women were allowed to vote in local and school-board elections, but they still weren't allowed to vote in general elections or become MPs. ⇒ In 1897, Millicent Fawcett set up the National Union of Women's Suffrage Societies. Members became known as SUFFRAGISTS. ⇒ The NUWSS wanted to campaign for votes for women peacefully. ⇒ They wrote <u>letters</u>, <u>newspaper articles</u>, held <u>petitions</u> and <u>peaceful demonstrations</u> and <u>rallies</u>.	Who were the Suffragettes? ⇒ Emmeline Pankhurst believed the NUWSS was not effective enough. ⇒ She believed in 'DEEDS, NOT WORDS' and set up the Women's Social and Political Union. ⇒ The SUFFRAGETTES in the WSPU believed in direct action. They <u>chained themselves</u> to railings, <u>tore paintings</u>, <u>fire-bombed houses</u> and went on <u>hunger strike</u> whilst in prison. ⇒ Their tactics divided public opinion, but the WSPU suspended their campaign to help the war effort when World War I broke out.	What role did WWI play? ⇒ Most suffragists and suffragettes played important roles in the war effort. ⇒ Many women took over the jobs of their husbands. They became bus conductors, train drivers and worked in factories. ⇒ The most dangerous work was in munitions factories, where women would make shells and other ammunition for the front line. Accidents could be fatal for the 'MUNITIONETTES'. ⇒ Although many lost their jobs after the war, married women over 30 got the vote in 1918.

GLOSSARY

- ◆ **Democracy:** a system of government where people elect people to act on their behalf.
- ◆ **Franchise:** who could vote in a particular area.
- ◆ **Suffrage:** the right to vote.
- ◆ **Constituency:** an area represented by a Member of Parliament (MP).
- ◆ **Rotten Borough:** a constituency with few voters, corruption and where one wealthy man controlled elections.
- ◆ **Secret ballot:** a vote where you are allowed to keep your choice secret from other people.
- ◆ **People's Charter:** a set of six demands for reform issued by the Chartists.
- ◆ **Hunger strike:** a form of protest in which a prisoner refuses to eat any food.

