

Deeds, not Words:

How Emmeline Pankhurst Expanded the Frontier of
Women's Rights

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Senior Division

Individual Performance

Process Paper:

493 words

Process Paper

How did you choose your topic and how does it relate to the annual theme?

I chose my topic after researching online about multiple different women who were all pioneers in their field. While doing my research, I discovered Emmeline Pankhurst, who is today still considered to be one of the most influential women in British history. Pankhurst was the leader of the British suffragettes, and was one of the first women to use militant tactics to advocate for rights. This relates to this year's theme of Frontiers in History because Pankhurst crossed into the frontier of women's rights and completely revolutionized the movement with her different tactics.

How did you conduct your research?

First, I went online and started researching about Emmeline's early life, her beginnings in advocating for women's rights, and her time as a militant suffrage activist. After reading many secondary sources giving me important information about her life, I searched online to find primary sources such as books, pamphlets, journals, and pictures to learn more about Emmeline's life and the suffrage movement as a whole from sources of the time. I even contacted Harvard Schlesinger Library to have access to some of their primary documents that Emmeline had created. With all these sources, I was able to learn about Emmeline's life, her contributions, and details about the suffrage movement.

How did you create your project?

I wrote out a timeline of Emmeline's life, using information from both primary and secondary sources. I typed out potential scenes that could be included in my performance. When I was doing my research, I discovered Helen Pankhurst, Emmeline's great-granddaughter who is very involved in the women's rights movement, so I also included her in my performance. I

looked online at primary sources such as pictures and documents to decide what props I should use, and then I worked on speaking, positioning, and movement in my performance.

What is your historical argument?

I argue that Emmeline Pankhurst was one of the most influential women in conquering the frontier of women's rights, because of her new use of militant tactics and longstanding influence on both the British and American suffrage movements. Pankhurst was willing to take great risks and boldly speak out against injustices against women, inspiring thousands of other women of the time to do the same and advocate for their rights.

In what ways is your topic significant in history?

My topic is significant in history because Pankhurst was one of the first women to aggressively campaign for women's suffrage in Britain. Her radical ideas helped garner support for the movement and push the government to grant women voting equality in Britain. Additionally, Pankhurst influenced American suffragists to use militant tactics to gain more support for the American suffrage movement. Pankhurst has transformed the modern world and the global progression of women's rights with these contributions, and inspired many around the world to follow in her footsteps and advocate for rights.

Annotated Bibliography

Primary Sources

“1913 Cat and Mouse Act.” *UK Parliament*, 25 April 1913,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/case-study-the-right-to-vote/the-right-to-vote/winon-green-forcefeeding/cat-and-mouse-act/>. Accessed 26 February 2023.

This act was passed to release weak suffragettes on a hunger strike from prison for a few days, and recall them back again to repeat the cycle all over again. By reading this act, I was able to understand how limited the suffrage movement was by the government.

“1913 Woman Suffrage Procession.” *National Park Service*, 1913,

<https://www.nps.gov/articles/woman-suffrage-procession1913.htm>. Accessed 28 February 2023.

This flyer for a women’s suffrage procession in America allowed me to see the similarities between both the American and the British suffrage movements. This aided me in my performance, as I compare the movements multiple times.

“6 Quotations that Define the Suffragette Movement.” *Radical Tea Towel*, 13 November 2019,

<https://radicalteatowel.co.uk/radical-history-blog/6-quotations-that-define-the-suffragette-movement/>. Accessed 28 February 2023.

The source provides and analyzes different quotes from powerful figures in the suffrage movement from Pankhurst and other women. These quotes helped me understand the passion that these women had in fighting for their cause.

“8,000,000 New Men and Women Voters.” *University of Edinburgh Library Blog*, The Daily Express, 7 February 1918,
<https://libraryblogs.is.ed.ac.uk/hcalibrarian/tag/first-world-war/page/2/>. Accessed 28 February 2023.

I use this source as a prop in my performance as one of my characters. It adds another level of authenticity and historical accuracy to my performance by using a newspaper article from the time period.

Brackenbury, Georgina Agnes. “Emmeline Pankhurst.” *National Portrait Gallery*, 1927,
<https://www.npg.org.uk/collections/search/portrait/mw04857>. Accessed 26 February 2023.

This is an oil portrait of Emmeline Pankhurst a year prior to her death. Looking at pictures of Pankhurst throughout her life allows me to connect with her more and portray her more accurately.

Broom, Christina. “Emmeline Pankhurst.” *National Portrait Gallery*, 1910,
<https://www.npg.org.uk/collections/search/portrait/mw70777>. Accessed 26 February 2023.

This is a photograph of Pankhurst wearing a high collar around her neck, dressed in a style of the era. This photograph gave me inspiration for some of my outfit choices for Pankhurst when I portray her in my performance.

Caminetti, Anthony. "Copy of a Letter Sent by Anthony Caminetti, Commissioner General of Immigration, to Louis A. Culliver." *DocsTeach*, 16 October 1913, <https://www.docsteach.org/documents/document/commissioner-general-immigration-about-emmeline-pankhurst>. Accessed 26 February 2023.

This is a letter detailing Pankhurst's appeal to travel to America on one of her speaking tours. This source helped me confirm that Pankhurst had traveled to America multiple times to give speaking tours to the suffragettes, which I mention in my performance.

"Cartoon depicting force-feeding from The Daily Herald." *The British Library*, The Daily Herald, 24 May 1913, <https://www.bl.uk/collection-items/cartoon-depicting-force-feeding-from-the-daily-herald>. Accessed 26 February 2023.

This cartoon from the time period illustrates the horrors of force-feeding that many suffragettes would endure in prisons. I make sure to highlight the inhumane nature of this act in one of the more emotional scenes.

Central Press. "Emmeline Pankhurst addressing a crowd in Trafalgar Square." *National Portrait Gallery*, October 1908, <https://www.npg.org.uk/collections/search/portrait/mw143832>.

Accessed 26 February 2023.

In this photograph, thousands of people have surrounded Pankhurst to listen to her inspiring speeches. This demonstrates Pankhurst's incredible influence, power, and leadership in the suffrage movement, and I portray her as such when I am her character.

Central Press. "Emmeline Pankhurst's arrest at Buckingham Palace." *National Portrait Gallery*, 22 May 1914, <https://www.npg.org.uk/collections/search/portrait/mw242543>. Accessed

26 February 2023.

This photograph shows Pankhurst fighting against men who arrest her, revealing the fire and passion within her in fighting for women's rights. As a result, I have this same determination and passion for justice when I am her character in the performance.

Connell, Lena. "Emmeline Pankhurst." *National Portrait Gallery*, 1907,

<https://www.npg.org.uk/collections/search/portrait/mw228885>. Accessed 26 February 2023.

This is another photograph of Pankhurst sitting at a desk and staring off into the distance. Just by her eyes and body positioning, I can see that she is a strong-willed, firm individual, which helps me act like so.

Connell, Lena. "Emmeline Pankhurst." *National Portrait Gallery*, 1907,

<https://www.npg.org.uk/collections/search/portrait/mw304167>. Accessed 26 February 2023.

In this picture, Pankhurst is wearing something similar to a turtleneck, so I tried to dress similarly to her in order to be more historically accurate. This photo gave me inspiration for her character's attire.

Cook, Beverley. "Six facts about Suffragette hunger strikes." *Museum of London*, 5 October 2018,

<https://www.museumoflondon.org.uk/discover/six-things-you-didnt-know-about-suffragette-hunger-strikes>. Accessed 28 February 2023.

This website has multiple images of primary documents portraying the horrible force-feeding the Suffragettes had to endure. One of these illustrations is part of a prop in my performance, but the rest have helped me understand the difficulties the Suffragettes endured.

Daily Mirror. "Emmeline Pankhurst." *National Portrait Gallery*, 11 October 1913,

<https://www.npg.org.uk/collections/search/portrait/mw70781>. Accessed 26 February 2023.

With this next photo of Pankhurst, I can see the emotions on her face. This allows me to connect more with her as a person, and enhance my portrayal of her.

Daily Mirror. "Suffragette committee meeting." *National Portrait Gallery*, 1906,

<https://www.npg.org.uk/collections/search/portrait/mw254762>. Accessed 26 February 2023.

This photograph of many prominent figures in the British suffrage movement, including Emmeline, shows how hard all these women were working to achieve their goals. I tried to incorporate this same passion and persistence into my performance as well.

Edis, Olive. "Emmeline Pankhurst." *National Portrait Gallery*, 1920,

<https://www.npg.org.uk/collections/search/portrait/mw18790>. Accessed 27 February 2023.

In this photograph, Pankhurst is once again wearing some form of a collar around her neck, which influenced me to dress similarly to her as well. This helps me be a little more historically accurate to how Pankhurst dressed herself.

"Elizabeth Garrett Anderson; Emmeline Pankhurst." *National Portrait Gallery*, 18 November

1910, <https://www.npg.org.uk/collections/search/portrait/mw70782>. Accessed 26 February 2023.

Pankhurst is walking with Anderson, one of the first female physicians in Britain. Both of these women were challenging the normal standards for women for their time, and learning this helped me have a better understanding of who Emmeline was, leading me to give a more accurate perspective.

Elliott & Fry. "Emmeline Pankhurst." *National Portrait Gallery*, 1910,

<https://www.npg.org.uk/collections/search/portrait/mw149577>. Accessed 26 February 2023.

This photograph is a more intense and stern-faced picture of Emmeline than the other photos. By seeing these different emotions in different pictures, I am able to mimic these different emotions in my portrayal of Pankhurst.

"Emmeline Pankhurst in 3 Speeches." *Manchester Sightseeing Tours and Day Trips*, 8 March 2020,

<https://manchestersightseeingtours.com/international-womens-day-emmeline-pankhurst-suffragettes/>. Accessed 26 February 2023.

This source has multiple, direct quotes from Emmeline listed and analyzed on the website. By reading these quotes, I am able to grasp a sense of Emmeline's personality and her bold statements, which aided me in my performance.

"Emmeline Pankhurst's arrest at Buckingham Palace." *National Portrait Gallery*, 22 May 1914,

<https://www.npg.org.uk/collections/search/portrait/mw242545>. Accessed 26 February 2023.

This is another angle of the picture where Emmeline is being arrested by men. There are many people in the distance protesting, which helps me establish the context of the situation and leads me to assume it is a women's suffrage protest, just like the ones I mention in my performance.

“Emmeline Pankhurst, The World-famed Leader of the English Suffragettes.” *Library of Congress*, J. B. Pond Lyceum Bureau, 1909,

<https://www.loc.gov/resource/rbcmil.scrp5014901/?sp=2>. Accessed 28 February 2023.

This leaflet talks about Emmeline, and mentions how she is a powerful speaker, debater, and leader as well as all that she has accomplished so far in the suffrage movement. Seeing how Emmeline was regarded by others as having these qualities helped me portray these qualities in my performance as well.

“General Home News.” *National Library of Scotland*, 10 March 1914,

<https://digital.nls.uk/suffragettes/sources/source-50.html>. Accessed 3 March 2023.

I used this source as a poster prop in my performance to add to the scene and include an article in the background amongst all the other information I point out to the audience.

Hardie, Keir. “Winson Green force feeding in Hansard.” *UK Parliament*, 27 September 1909,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/case-study-the-right-to-vote/the-right-to-vote/winson-green-forcefeeding/winson-green-in-hansard-1/>. Accessed 28 February 2023.

These records show how force feeding imprisoned suffragettes was brought up in Parliament multiple times because it was such a huge issue and considered by many to be a form of torture. The source helped me write a scene about force feeding in my performance.

Harris & Ewing. "Alice Paul." *League of Women Voters of Oxford*, 1915,

<https://my.lwv.org/ohio/oxford/suffragist-profiles/alice-paul>. Accessed 1 March 2023.

I used this picture of Alice Paul as part of a prop in my performance. This was done so that I could highlight who she was to the audience and connect her with Pankhurst and the suffrage movement.

Harris & Ewing. "Miss [Lucy] Burns in Occoquan Workhouse, Washington." *Library of*

Congress, November 1917, <https://www.loc.gov/item/mnwp000011>. Accessed 28

February 2023.

This was also another American leader who fought for women's suffrage, and I used her picture as part of a prop as well to demonstrate to the audience her involvement in the suffrage movement and Pankhurst's influence.

"Letter to President Wilson Regarding Emmeline Pankhurst." *DocsTeach*, 16 September 1913,

<https://www.docsteach.org/documents/document/concerned-citizen-president-wilson-em-meline-pankhurst>. Accessed 26 February 2023.

This letter written to Woodrow Wilson from a citizen of the United States labeled Pankhurst as a monster who was poisoning the minds of people. This source shows the opposition that Pankhurst faced, which I make sure is known in my performance.

Moss, Wilfred Dennis. "Emmeline Pankhurst." *National Portrait Gallery*, 1911, <https://www.npg.org.uk/collections/search/portrait/mw70778>. Accessed 26 February 2023.

With this image of Pankhurst, I was able to see that she was wearing a long black skirt and a black long-sleeves shirt. This gave me inspiration to wear a similar outfit so that I can accurately represent her.

"Mrs. Pankhurst arrested in Glasgow. Fight in St. Andrew's Hall. Police storm the platform. Several persons injured." *National Library of Scotland*, Glasgow Herald, 10 March 1914, <https://digital.nls.uk/suffragettes/sources/source-51.html>. Accessed 26 February 2023.

This is a newspaper article written about Mrs. Pankhurst, and it mentions how she attended and spoke at a large suffrage demonstration just recently after her release from prison after her health was failing from the hunger strikes. The fact that she took no time off to take care of herself and immediately resumed important suffragette activities displays the determination and persistence of Pankhurst, and I portray her as so.

"Mrs Pankhurst arrested in Victoria Street." *National Portrait Gallery*, The Photochrom Co Ltd, 13 February 1908, <https://www.npg.org.uk/collections/search/portrait/mw288945>. Accessed 26 February 2023.

The photograph displays Pankhurst being arrested with many policemen behind her. Though Pankhurst was a revolutionary leader, she was not exempt from these kinds

of hardships and pain, which shaped her into a stronger person. I make sure to show this side of Pankhurst as well in my performance.

“National American Woman Suffrage Association Records: Parades for Suffrage.” *Library of Congress*, 1918,

https://www.loc.gov/resource/mss34132.mss34132-049_00375_00463/?sp=69&r=-0.591,-0.176,2.183,0.91,0. Accessed 28 February 2023.

This photo of an American suffrage protest is very similar to the protests that Emmeline and the WSPU organized. I make this comparison many times in my performance and discuss how Pankhurst greatly influenced the American suffrage movement.

Oliver, Mark. “38 Photos That Reveal The Militant Side Of The Suffrage Movement.” *All That's Interesting*, 25 May 2017, <https://allthatsinteresting.com/militant-suffragettes>. Accessed 28 February 2023.

This website has many photos depicting the militancy within the suffrage movement. I was able to use one of these photos as part of a prop in my performance, but looking at the rest of the photographs helped me grasp a better understanding of the suffrage movement, and I used this information to create my performance.

Pankhurst, Christabel. “Christabel Pankhurst speech.” *The British Library*, 1908,

<https://www.bl.uk/learning/timeline/item126861.html>. Accessed 28 February 2023.

This source is an audio recording of Christabel Pankhurst, the daughter of Emmeline, giving a speech supporting women's rights. Listening to her speech allowed me to understand how women would talk during the time and helped me talk similarly in my performance.

Pankhurst, Christabel. "The Suffragette Newspaper." *The National Archives*, 14 March 1913, <https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/the-suffragette-newspaper/>. Accessed 26 February 2023.

The source is an edition of "The Suffragette Newspaper" that was published to spread more ideas and thoughts to people further. The newspaper is a valuable source because it was one of the biggest ways suffragettes could spread their message, and helps me when I discuss all the ways suffragettes campaigned for the right to vote.

Pankhurst, Emmeline. "Freedom or Death." *Archives of Women's Political Communication*, 13 November 1913, <https://awpc.cattcenter.iastate.edu/2017/03/09/freedom-or-death-part-1-nov-13-1913/>. Accessed 26 February 2023.

This is a copy of Pankhurst's most famous speech of the time. I used this speech to analyze the way Pankhurst would talk, so that I could incorporate her style of voice and more accurately portray her as a character.

Pankhurst, Emmeline. "The Importance of the Vote." *Schlesinger Library, Radcliffe Institute, Harvard University, Cambridge, Mass.*, Woman's Press, 1908,
[https://iif.lib.harvard.edu/manifests/view/drs:494359289\\$1i](https://iif.lib.harvard.edu/manifests/view/drs:494359289$1i). Accessed 28 February 2023.

This is a pamphlet written by Emmeline in an attempt to educate about how it was necessary for women to gain the right to vote. In her writing, I can see Emmeline's passion and fierceness for her cause, which helped me write her characters and her scenes in my performance.

Pankhurst, Emmeline. "Letter written by Emmeline Pankhurst to members of WSPU." *The National Archives*, 10 January 1913,
<https://cdn.nationalarchives.gov.uk/documents/education/suffragettes.pdf>. Accessed 28 February 2023.

This is a letter I use as a prop when I am Emmeline's character in my performance. This letter also helped me understand how Emmeline was as a leader to her suffragettes.

Pankhurst, Emmeline. "My Own Story." *Internet Archive, Hearst's International Library Co., Inc.*, 1914,
https://ia600901.us.archive.org/28/items/myownstory00pankuoft/myownstory00pankuoft_bw.pdf. Accessed 28 February 2023.

Pankhurst wrote a book in the later parts of her life reflecting on all that had happened to her and all that she had fought for. Her clear voice and writing

allowed me to see the suffrage movement through her perspective, and I used lines from her book to create my script as well.

Pankhurst, Emmeline. "Speech from the Dock." *Bedford St. Martins*, 28 October 1908, http://bcs.bedfordstmartins.com/WebPub/history/mckayunderstanding1e/0312668872/Primary_Documents/Western_Civ/WC92-Emmeline%20Pankhurst_ed-ka.pdf. Accessed 26 February 2023.

This is another one of Pankhurst's famous speeches given where she talks about her own experiences in the suffrage movement and what must be done. Using this source, I was able to write her lines in my performance in a similar way and show those same emotions.

Pankhurst, Estelle Sylvia, and Nellie Alma. "The Suffragette." *Project Gutenberg*, Sturgis and Walton Company, May 1911, <https://www.gutenberg.org/files/54955/54955-h/54955-h.htm>. Accessed 26 February 2023.

This book written by Pankhurst's daughter shows her perspective of her mother's participation in the suffrage movement. I found this very helpful in writing my script for my performance, because I had an understanding of multiple perspectives of Emmeline.

“Suffragists Parade Down Fifth Avenue.” *Wikimedia Commons*, October 1917,

https://commons.wikimedia.org/wiki/File:Suffragists_Parade_Down_Fifth_Avenue,_1917.JPG. Accessed 1 March 2023.

I used this photograph as part of a prop when comparing the American suffrage protests to the suffragettes in Britain protesting. This allows me to make a visual comparison and show the audience, rather than just telling them.

Underwood & Underwood. “Emmeline Pankhurst.” *National Portrait Gallery*, 1910,

<https://www.npg.org.uk/collections/search/portrait/mw248558>. Accessed 26 February 2023.

This is a photograph of Emmeline looking a little off to the side from the camera. Looking at pictures of Emmeline helps me see her natural facial expressions, so I can make similar expressions in my performance.

U.S. Department of Labor Immigration Service. “Emmeline Pankhurst's Questioning at Ellis Island.” *DocsTeach*, 18 October 1913,

<https://www.docsteach.org/documents/document/emmeline-pankhurst-questioning-ellis-island>. Accessed 26 February 2023.

The document is a report of Pankhurst’s questioning when she reached Ellis Island to determine if she should be allowed into the United States or deported, and it was decided that she would be deported because of her criminal activity in England. This source shows how Pankhurst was not respected or valued for her efforts and looked down upon by many at the time, which helped me to show this in my performance.

“Vital Records: England.” *The Family History Guide*, 22 March 1912,

<https://www.thefhguide.com/project-9-england02.html>. Accessed 1 March 2023.

I used these photographs of birth certificates in my performance when I am Emmeline talking about her job in the Registrar of Births and Deaths. This adds a bit more acting to my performance, rather than simply telling the audience.

Whitechapel Art Gallery. “Women’s War Work Exhibition.” *Edinburgh University Library Blogs*, 1918,

<https://libraryblogs.is.ed.ac.uk/hcalibrarian/2018/02/06/100years-female-suffrage/>.

Accessed 28 February 2023.

In my performance, I mention how women became the backbone of the war effort at home. This source supports that statement and displays how women were doing a lot of the work, and how it was so important that even an exhibition was created, dedicated to these women.

Women's Social and Political Union. “Votes for Women Poster.” *Harvard University, Schlesinger Library*, Woman's Press, <https://iiiif.lib.harvard.edu/manifests/view/ids:28516372>.

Accessed 28 February 2023.

This was a poster created by Emmeline and other members of the WSPU to encourage voting rights for women. This is just one of the many examples of pro-suffrage campaign material that the WSPU circulated in society, and this source helps me understand all the work being done in the suffrage movement, which I reflect on in my performance.

“Women's Suffrage Scrapbook.” *University of Waterloo*,

<https://uwaterloo.ca/library/special-collections-archives/collections/digital-collections/scrapbooks/womens-suffrage-scrapbook>. Accessed 28 February 2023.

This online scrapbook has multiple articles, photographs, and letters regarding people involved in the suffrage movement. This contributes to my performance because I can understand how each suffragette was facing her own struggles, but they still banded together and risked everything to fight for the right to vote, which lets me reflect those contributions in my performance.

“WSPU demonstration in Hyde Park.” *Museum of London*, 23 July 1910,

<https://collections.museumoflondon.org.uk/online/object/455256.html>. Accessed 28 February 2023.

I used this picture of a WSPU demonstration as part of a prop to show the audience a visual representation of the suffrage protests. It allows the audience to connect with my performance more by seeing pictures rather than just hearing it mentioned.

Secondary Sources

Absolute History. "How The Pankhursts Shaped Women's Suffrage | Christabel and Sylvia Pankhurst." *YouTube*, 27 January 2020, <https://www.youtube.com/watch?v=Q1Cbjvx93m4>. Accessed 5 March 2023.

This video discusses the lives of not just Emmeline, but her impact on her two daughters Sylvia and Christabel. Alongside Emmeline, they carried on the movement of women's suffrage, showing Emmeline's influence on those around her as well, which helped in my performance because I had more of an understanding of Emmeline's influence.

Absolute History. "How Women Sacrificed Their Lives For The Vote." *YouTube*, 20 August 2019, <https://www.youtube.com/watch?v=3CKNT-tWp6A>. Accessed 5 March 2023.

In this video, the struggles that women faced are listed and expanded upon. By having a broader understanding of all women and their difficulties in the suffrage movement, I was able to create a better performance.

Absolute History. "The Life Of A Suffragette | Emmeline Pankhurst: The Making Of A Militant." *YouTube*, 27 August 2021, <https://www.youtube.com/watch?v=std4m1DvBqI>. Accessed 5 March 2023.

This video dives deep into Emmeline's life before and during her suffragette years. With this analysis of Emmeline's life, I was able to see how her contributions have affected the world today, and create an accurate historical argument.

“Alice Paul (1885 – 1977).” *National Records of Scotland*, 2021,

<https://www.nrscotland.gov.uk/files/exhibitions/women-suffrage/alice-paul.html>.

Accessed 4 March 2023.

This website details the life of Alice Paul and her contributions to the American suffrage movement. This helped because I mention Alice Paul as taking inspiration from Pankhurst, and this source supports that claim, therefore strengthening my historical argument.

Atkinson, Diane. “The Suffragettes, 1914.” *Travels Through Time*, 9 January 2023,

<https://www.ttpodcast.com/season-1/diane-atkinson-suffragettes-1914/#podcast>.

Accessed 5 March 2023.

This podcast episode discusses the suffragettes and the movement in Britain. Hearing about the contributions of these women felt very impactful to me, and I tried to emulate this quality and make my performance feel impactful to the audience as well.

BBC News. “Suffragettes: The truth about force feeding.” *BBC*, 5 February 2018,

<https://www.bbc.com/news/av/uk-42943816>. Accessed 5 March 2023.

This video discussing the force feeding that suffragettes had to endure included horrific pictures and explanations, which were very alarming. This gave me information to include in my performance when I discuss force-feeding.

BFI. "Meet the Suffragettes: The Original Media-Disruptors." *YouTube*, 8 October 2015, <https://www.youtube.com/watch?v=5rvty0tsEts>. Accessed 5 March 2023.

This video discusses how the suffrage movement was heard and known because of the suffragettes going out of their way to act, as many of the time would say, unladylike. However, this allowed them to reach thousands of people, and I use this information in my performance.

Biography.com Editors. "Emmeline Pankhurst - Facts, Death & Quotes." *Biography*, A&E Television Networks, 2 April 2014, <https://www.biography.com/activists/emmeline-pankhurst>. Accessed 5 March 2023.

This extensive biography of Pankhurst has lots of information about her life, with many specific details. I learned that Pankhurst created the WSPU and engaged in radical protest after realizing how much attention her first arrest got her. This shows she is a smart woman who thinks ahead, which I displayed in my performance.

Boothman, Harriet Beatrice. "World War I & the WSPU." *Museums Victoria Collections*, 2009, <https://collections.museumsvictoria.com.au/articles/2751>. Accessed 5 March 2023.

In this source, I learned that women were instrumental in the war effort by taking up factory jobs, and I realized that Emmeline made many contributions to the war as well. This helped me discuss the suffragettes' involvement with the war in my performance.

British Library Learning. "Women's suffrage timeline." *The British Library*, 6 February 2018, <https://www.bl.uk/votes-for-women/articles/womens-suffrage-timeline>. Accessed 4 March 2023.

This source is a timeline of the British suffrage movement, and it helped me with gathering information by helping me know the overall order of major events in the movement. This allowed me to accurately present my information to the audience.

Commonwealth Museum. "Lucy Burns." *Secretary of the Commonwealth of Massachusetts*, <https://www.sec.state.ma.us/mus/pdfs/22-Burns.pdf>. Accessed 4 March 2023.

This source about American suffragist Lucy Burns briefly states how she adopted Pankhurst's militant tactics and brought them to America with Alice Paul. Learning this information strengthened my historical argument, proving that Pankhurst was significant in the American suffrage movement as well.

DuBois, Ellen. "The Radicalism of the Woman Suffrage Movement: Notes toward the Reconstruction of Nineteenth-Century Feminism." *Feminist Studies*, vol. 3, no. 1/2, 1975, pp. 63–71. *JSTOR*, <https://doi.org/10.2307/3518956>. Accessed 6 Mar. 2023.

This source gave me a new perspective on the suffrage movement by stating how women with more voting rights would also have more power in their home life as well. I incorporated this new information into my performance with scenes discussing how women wanted to fight for voting rights to help conquer their battles at home as well.

“Early suffragist campaigning.” *UK Parliament*,

[https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/wo
menvote/overview/earlysuffragist/](https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/wo
menvote/overview/earlysuffragist/). Accessed 4 June 2023.

This source gave me insight on how prior suffragette organizations would advocate for voting rights. This allowed me to compare Emmeline’s militant tactics to peaceful actions taken by other organizations, which is vital to my speech because I compare the two movements.

The Editors of Encyclopaedia Britannica. “Dame Christabel Harriette Pankhurst, British suffragist.” *Encyclopedia Britannica*, 9 February 2023,

<https://www.britannica.com/biography/Christabel-Pankhurst>. Accessed 5 March 2023.

In this article about Christabel Pankhurst, I learned that she had followed in her mother’s footsteps and also was heavily involved in the fight for suffrage. This backs up some of my other sources about Pankhurst’s daughters and add to the fact that Emmeline influenced the next generation of women’s rights activists.

The Editors of Encyclopaedia Britannica. “Emmeline Pankhurst.” *Encyclopedia Britannica*, 22 February 2023, <https://www.britannica.com/biography/Emmeline-Pankhurst>. Accessed 4 March 2023.

This source gives a lot of information about Pankhurst, including the fact that her militant campaign for suffrage was 40 years long. The amount of dedication and persistence that Pankhurst had for the cause is admirable, and I make sure to show that quality of persistence throughout my performance.

The Editors of Encyclopaedia Britannica. "Representation of the People Acts | United Kingdom [1918, 1928]." *Encyclopedia Britannica*, 3 June 2016, <https://www.britannica.com/topic/Representation-of-the-People-Acts>. Accessed 5 March 2023.

This article gave me information about the Representation of the People Acts, which I had never heard of before. However, these two acts were very important, as they granted suffrage, so I included this information in my performance.

"11 little-known things about Elizabeth Garrett Anderson." *The History Press*, <https://www.thehistorypress.co.uk/articles/11-little-known-things-about-elizabeth-garrett-anderson/>. Accessed 5 March 2023.

One of my primary sources I used was a picture of Elizabeth Garrett Anderson and Emmeline Pankhurst, but I hadn't heard of Anderson before. This source gave me information on who Anderson was, and why she was with Pankhurst in the first place in that photograph, helping me analyze that primary source.

"Emmeline Pankhurst, 1858-1928." *Wander Women Project*, <https://wanderwomenproject.com/women/emmeline-pankhurst/>. Accessed 5 March 2023.

This is the first source I read where I discovered that the Pankhurst home was often a meeting place for activists and intellectuals, ranging from anarchists to socialists. This allowed me to understand Emmeline's life before her militant campaign for suffrage, and how she was influenced by all these radical ideas heard in her home.

“Emmeline Pankhurst (1858-1928).” *BBC*, 2014,

https://www.bbc.co.uk/history/historic_figures/pankhurst_emmeline.shtml. Accessed 4 March 2023.

This source was quite short, but it accurately summarized all the important aspects of Emmeline’s life. Using this source and a few others, I was able to create a rough outline of what important events I wanted to include in my performance, and what could be left out.

“Emmeline Pankhurst: women’s suffrage champion and organizer.” *Lowell Milken Center for Unsung Heroes*, 2023,

<https://www.lowellmilkencenter.org/programs/projects/view/emmeline-pankhurst/hero>. Accessed 5 March 2023.

This source details a large part of Emmeline’s life before suffrage, mentioning how she was a Poor Law Guardian and was involved in supporting the reform movement for more human workplace environments. Seeing how Emmeline was passionate about a variety of causes shows her passion to make the world a better and more equal place, which allows me to understand her better and create her character to be very compassionate towards all in my performance.

Gawlowicz, Susan. “RIT undergraduates create digital exhibit of historical suffrage posters.”

Rochester Institute of Technology, 28 October 2020,

<https://www.rit.edu/news/rit-undergraduates-create-digital-exhibit-historical-suffrage-posters>. Accessed 5 March 2023.

This source mentioned how the Harvard Schlesinger Library had sources on Emmeline Pankhurst that inspired the RIT students to create these exhibits. While this website did not have much information on the women's suffrage movement, I was inspired by this source to find multiple primary sources from the Harvard Schlesinger Library, all of which helped my performance by giving me more information about Pankhurst or regarding the historical context of the time.

Gourley, David. "Women's Liberal Federation." *Journal of Liberal History*,

<https://liberalhistory.org.uk/history/womens-liberal-federation/>. Accessed 5 March 2023.

This was one of the organizations that Emmeline had joined, but she failed to agree with their moderate ideas and safe tactics. From that source, I was able to understand what the organization stood for, their views, and their accomplishments, and I could understand from Emmeline's point of view why it was not enough, leading her to come up with her militant tactics.

"Guide to the archives of the Poor Law." *National Archives of Ireland*,

<https://www.nationalarchives.ie/article/guide-archives-poor-law/>. Accessed 5 March 2023.

Emmeline was a Poor Law Guardian for quite some time before her militant suffrage movement. By understanding exactly what a Poor Law Guardian did, I was able to further understand Emmeline and things she believed in and stood for apart from the suffrage movement, which helped me develop her overall character.

Guillermo, Sara. "Reflecting on Feminist Firebrand Emmeline Pankhurst." *IGNITE National*, 15 July 2022,

<https://ignitenational.org/blog/reflecting-on-feminist-firebrand-emmeline-pankhurst>.

Accessed 5 March 2023.

This source gave me the idea to include a little section discussing what Emmeline would think of women in society not being fully equal in some cases today. I think that this is a very important, interesting, and necessary discussion to include in my performance to make connections to the modern world, and it is especially important because this discussion has been going on for centuries.

Hartley-Kong, Alli. "Radical Protests Propelled the Suffrage Movement. Here's How a New Museum Captures That History." *Smithsonian Magazine*, 26 October 2020,

<https://www.smithsonianmag.com/history/radical-protests-propelled-suffrage-movement-heres-how-new-museum-captures-history-180976114/>. Accessed 5 March 2023.

This source provides a specific example of how American suffragists took inspiration from the British suffrage movement by going on hunger strikes in prisons. This was just one of the many ways that the leaders American movement followed Emmeline's examples and tactics, which is one of my main points in my performance.

Haynes, Suyin. "What 100 Years of British Women's Suffrage Says About Women's Rights Today." *TIME*, 6 February 2018,

<https://time.com/5134820/british-suffragettes-centenary-women-rights-inequality/>.

Accessed 5 March 2023.

This article makes connections between the suffrage movement from the past to women all over the world today fighting for their rights, because not enough has changed. I make this point in the final part of my performance because it is important to see how historical patterns regarding women's rights has changed or stayed the same over the years.

“Helen Pankhurst.” *London School of Economics*,

<https://www.lse.ac.uk/about-lse/lse-leading-women/biographies/helen-pankhurst>.

Accessed 5 March 2023.

This source gave me basic information about Helen Pankhurst and how she has been involved in the women's rights movement. I used this information and mentioned it in my performance to accurately represent Helen's contributions and work that she is involved in today.

“Helen Pankhurst.” *Simon & Schuster*,

<https://www.simonandschuster.com/authors/Helen-Pankhurst/167755658>. Accessed 5 March 2023.

This source specifically told me about the book that Helen had published about the women's rights movement from late 19th century Britain to the modern world today. This was helpful to my project because I mentioned that Helen is an author who is also involved in the women's rights movement, and this revealed to me

that Helen is very well-educated on the topic of women's rights, and I present her as so in my performance.

History.com Editors. *Women's Suffrage - The U.S. Movement, Leaders & 19th Amendment*, A&E Television Networks, 29 October 2009, <https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage>. Accessed 5 March 2023.

This website explained the American suffrage movement very well. Because I compare the American suffrage movement to the British suffrage movement throughout my speech, I needed to do research on the American suffrage movement as well in order to fully understand the similarities and differences between the two, and be historically accurate in my performance when I bring up information to the audience.

History.com Editors. "British suffragette Sylvia Pankhurst dies." *HISTORY*, A&E Television Networks, 21 July 2010, <https://www.history.com/this-day-in-history/sylvia-pankhurst-dies>. Accessed 5 March 2023.

This source told me a bit about Sylvia Pankhurst's life, who was one of Emmeline's daughters and involved in the suffrage movement. Reading about Sylvia's contributions to the women's suffrage movement helped me understand how Emmeline influenced her and others of the next generation.

“Holloway medal awarded to Emmeline Pankhurst.” *UK Parliament*, 2023,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/parliamentary-collections/collections-suffragettes/medal/>. Accessed 5 March 2023.

This source gave me some background about the date engraved on this medal that Emmeline received, revealing how Emmeline and two other women were arrested after handing out leaflets that day encouraging supporters to join them in Parliament Square on October 13th. These three were arrested and sent to prison because they would not pay a fine, revealing Emmeline’s strong will to stay true to her cause and not give in.

Huth, Mary M. “US Suffrage Movement Timeline, 1869 to present.” *University of Rochester:*

The Susan B. Anthony Center, 1995,

<https://www.rochester.edu/sba/suffrage-history/us-suffrage-movement-timeline-1792-to-present/>. Accessed 5 March 2023.

Looking at this website, I could make out a clear order of events of the American suffrage movement. This helped me order American suffrage events and compare them to events in the British suffrage movement, as I make many comparisons with the movements in my performance.

“ILP History.” *Independent Labour Publications*, 2023,

<https://www.independentlabour.org.uk/history/>. Accessed 5 March 2023.

This is a party in which Emmeline was a part of the national branch before the

death of her husband. This gave me an understanding of what Emmeline did before her militant suffrage career, which gave me an overall perspective of who she was and what values she stood for in earlier years.

Iowa State University. "Emmeline Pankhurst | Archives of Women's Political Communication."

Archives of Women's Political Communication,

<https://awpc.cattcenter.iastate.edu/directory/emmeline-pankhurst/>. Accessed 4 March 2023.

Emmeline Pankhurst's life was very detailed in this source, which gave extremely specific information and details. From this source, I found out what women's rights organizations and other political parties that Emmeline had joined before, but she was frustrated with their moderate tactics, leading her in the future to use radical tactics, which I mentioned quite a few times in my speech.

Keele University. "Deeds not words: The story of women's rights, then and now." *YouTube*, 14

October 2019, <https://www.youtube.com/watch?v=QT3ugQBObig>. Accessed 5 March 2023.

This is a video recording of Helen Pankhurst giving a presentation to a university about how the women's rights movement has progressed over the decades. This recording gave me the idea to include Helen as a speaker giving a presentation and I was able to talk in a similar manner to the way she talks.

Kirby, Jen. "How the radical British suffragettes influenced America's campaign for the women's vote." *Vox*, 19 August 2020,

<https://www.vox.com/21356259/19th-amendment-suffragists-alice-paul-pankhursts>.

Accessed 4 March 2023.

This source is all about the British suffrage movement's influence on the American suffrage movement, specifically stating how Pankhurst's tactics were replicated by American suffragists. This is a crucial fact in my performance because it increases the importance of Pankhurst, therefore making my historical argument stronger.

Kratz, Jessie. "Emmeline Pankhurst Comes to America." *Pieces of History*, 28 August 2020,

<https://prologue.blogs.archives.gov/2020/08/28/emmeline-pankhurst-comes-to-america/>.

Accessed 4 March 2023.

This website explains how Emmeline would come to America on speaking tours and speak to thousands of American suffragists. I mention this fact in my performance to demonstrate specific ways in which Pankhurst was an influence in the American suffrage movement.

Lange, Allison. "History of U.S. Women's Suffrage." *Crusade for the Vote*, 2015,

<https://www.crusadeforthevote.org/nwsa-organize>. Accessed 5 March 2023.

This source helped me understand the American suffrage movement more as well as fact check with other sources about the American suffrage movement. It is important for me to understand the American movement of women's suffrage

because I mention it multiple times in my performance and it is a part of my historical argument.

Liddington, Jill. "Radical suffragists." *Jill Liddington*,

<http://www.jliddington.org.uk/radical-suffragists.html>. Accessed 5 March 2023.

This source discusses the other suffragettes who also made impacts in the suffrage movement in Manchester. Learning about other suffragettes is important because it helps me understand how Emmeline's tactics and contributions were different for the time compared to others, but it also shows how many suffragettes of the time were doing different things to push the movement forward.

Liulevicius, Vejas Gabriel. "The Women's Suffrage Movement: America and Britain." *Wondrium Daily*, 28 September 2020,

<https://www.wondriumdaily.com/the-womens-suffrage-movement-america-and-britain/>.

Accessed 5 March 2023.

This source mainly talks about the differences between the two movements, which was helpful because my other sources comparing the movements only talk about the similarities between the British suffragettes and suffragists in America. I can develop an overall understanding of both the movements by also seeing their differences, which helps me to stay historically accurate in my project.

Loudermelk, Shana. "Women's Franchise League (1889-1903)." *Towards Emancipation?*, 2019,

<https://hist259.web.unc.edu/womensfranchiseleague/>. Accessed 5 March 2023.

This source discussed how Emmeline and her husband founded the Women's Franchise League to gain suffrage for women on the local level. This was the start of Pankhurst's involvement in women's suffrage, and this was important to my performance because I needed to see where she started advocating for women's rights in order to see how far she came in the movement.

"Lucy Burns." *National Park Service*, 21 December 2020,

<https://www.nps.gov/people/lucy-burns.htm>. Accessed 4 March 2023.

This source reveals more about American suffragist Lucy Burns and her time in Britain with the WSPU. In fact, I discovered that she worked with Alice Paul to use WSPU tactics in America, advancing the American suffrage movement.

Marino, Katherine M. "The International History of the US Suffrage Movement." *National Park Service*, 9 March 2022,

<https://www.nps.gov/articles/the-internationalist-history-of-the-us-suffrage-movement.htm>. Accessed 5 March 2023.

Looking at this website, I could cross-check with other sources about the American suffrage movement and see that the information was the same. Using this source, I could make sure that the information I was using in my project regarding the American suffrage movement was accurate.

Michals, Debra. "Alice Paul." *National Women's History Museum*, 2015,

<https://www.womenshistory.org/education-resources/biographies/alice-paul>. Accessed 5 March 2023.

This source gave a very detailed description of Alice Paul's life before and during her time as an active American suffragist. As stated before in another source, she met with Lucy Burns in England and together, they used militant tactics to advance the suffrage movement in America. With this source, I could confirm these events had occurred and they both led the militant movement in America, inspired by Pankhurst in Manchester.

"National Woman's Party Protests During World War I." *National Park Service*, 1 September 2020, <https://www.nps.gov/articles/national-womans-party-protests-world-war-i.htm>. Accessed 5 March 2023.

In this source, I learned about the suffrage protests in America during World War I. At that point in my research, I only knew what suffragettes in Britain were doing in World War I, so it was important to know what was going on with the suffrage movement in America during the war in order to understand the global suffrage movement throughout this period in time.

Ochoa, Carina. "Emmeline Pankhurst (1858-1928)." *Towards Emancipation?*, 2018,

<https://hist259.web.unc.edu/emmelinepankhurst/>. Accessed 5 March 2023.

This source mentions how the schools that Emmeline attended for her education put an emphasis on being a proper lady who stays within the boundaries of the

home. It is incredible and inspiring to me that despite being taught this for years, Emmeline went against these teachings and managed to be one of the most radical suffragettes of the time.

Ochoa, Carina. "Women's Social and Political Union (WSPU) (1903-1917)." *Towards Emancipation?*, 2023, <https://hist259.web.unc.edu/socialandpoliticalunion/>. Accessed 4 March 2023.

Though the WSPU did not last very long, as is clear in the source, it was a very successful suffrage organization because of its militant tactics. These militant tactics employed by the suffragettes in the WSPU forced society to listen to their opinion, which I included in my performance to highlight the importance of these tactics.

"The Pankhursts: Politics, protest and passion." *The History Press*, 2023, <https://www.thehistorypress.co.uk/articles/the-pankhursts-politics-protest-and-passion/>. Accessed 4 March 2023.

This source discusses the contributions of the Pankhurst women in the suffrage movement, and how it is still a name today that is associated with the suffrage movement. Though Emmeline's contributions and work happened a long time ago, her work is equally as important and shaped the world today, and I make sure to include this impact in my performance and historical argument.

Philpott, Susan. "Suffragette & Suffragist: The Influence of the British Suffrage Movement."

National Park Service, 14 December 2020,

<https://www.nps.gov/articles/000/suffragette-suffragist-the-influence-of-the-british-suffrage-movement.htm>. Accessed 4 March 2023.

As I was reading the information from this website, I noticed that the kept switching back and forth from things happening in Britain with the suffragettes to American suffragists facing certain events at the same time. This side by side comparison allows me to see what was similar and what was not between the two movements, which was very helpful to understand for my project.

Purvis, June. "Emmeline Pankhurst: leader of the militant suffragettes." *Gale Power Search*,

May 2002,

https://go.gale.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&hitCount=215&searchType=BasicSearchForm¤tPosition=4&docId=GALE%7CA85677846&docType=Biography%2C+Cover+story&sort=Relevance&contentSegment=ZXAM-MOD1&p. Accessed 5 March 2023.

This source discusses how Pankhurst is thought of by many as one of the most important women in the twentieth century, but to this day she is shown in a negative way by many historians due to her radical and militant ideals. Even though Pankhurst made incredible strides in the women's suffrage movement, she is still not appreciated by many for her work, so I make sure to clearly state her contributions and the impact she has left on society in order for my audience to understand Emmeline's impact.

Purvis, June. "The Women's Party." *History Today*, 12 December 2017,

<https://www.historytoday.com/archive/women%E2%80%99s-party>. Accessed 5 March 2023.

This website mentions a party that Emmeline and Christabel Pankhurst founded after the WSPU, known as the Women's Party, which I did not know about before. This was the only party in twentieth century Britain that tried to appeal to gender rather than class, and this just gave me more historical background on aspects of Emmeline's work that I had not known before.

Rollyson, Carl. "A Conservative Revolutionary: Emmeline Pankhurst (1857-1928)." *Virginia*

Quarterly Review, 12 December 2003,

<https://www.vqronline.org/essay/conservative-revolutionary-emmeline-pankhurst-1857-1928>. Accessed 5 March 2023.

This article mentioned how Emmeline could have easily stayed back on the sidelines and lived a much easier life, but instead she was on the front lines in the fight for women's suffrage and suffering many times in prisons because of it. Knowing that Emmeline wanted to fight even at the cost of a more difficult life is admirable, and helps me develop my historical argument.

Simkin, John. "1882 Married Women's Property Act." *Spartacus Educational*, September 1997,

<https://spartacus-educational.com/Wproperty.htm>. Accessed 5 March 2023.

This source gave me background on the Married Women's Property Act, which I

learned from other sources that Emmeline helped draft this act and have it passed to ensure married women had rights over their property. This source helped me understand some of the things Emmeline did before she became fully involved in advocating for suffrage rights.

Simkin, John. "Richard Pankhurst." *Spartacus Educational*, September 1997,

<https://spartacus-educational.com/TUpankhurst.htm>. Accessed 5 March 2023.

I did not know much about Emmeline's husband, so I used this source to find out more about him before and after his marriage to Emmeline. I talk about him in my performance, and this source gave me the information I needed to do so.

Smith, Karen Manners. "Women's Social and Political Union." *Encyclopedia Britannica*, 22

February 2023, <https://www.britannica.com/topic/Womens-Social-and-Political-Union>.

Accessed 4 March 2023.

This source gave me a very thorough description of the Women's Social and Political Union, which was the militant organization that Emmeline had created. This helped me to write a scene where Emmeline was in the process of creating this organization, as well as mentioning the tactics women in this organization employed to gain suffrage.

"Start of the suffragette movement." *UK Parliament*, 2023,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/start-suffragette-/>. Accessed 4 March 2023.

This source gave a brief overview of the start of the suffrage movement. Using this information, I could compare it to other sources and verify if they were all saying the same thing, confirming that the information I was using in my project was correct.

“Suffrage in wartime.” *UK Parliament*, 2023,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/suffragetteswartime/>. Accessed 5 March 2023.

This source mainly touches on information about suffrage during World War I. I used this source to help me write a scene about the suffragettes and Emmeline during the war and check with another source to see if the information lined up.

Swihart, Jackie. “The Intersection of War Work & Women’s Enfranchisement.” *The Indiana*

History Blog, 13 July 2021, <https://blog.history.in.gov/tag/womans-franchise-league/>.

Accessed 5 March 2023.

This source discusses the suffragists in America and their contributions to the American war effort, which was similar to what the British suffragettes were doing for the war effort in Britain. This demonstrated the similar historical patterns within both movements, revealing more similarities.

“Timeline: Woman Suffrage.” *National Women's History Museum*, 12 April 2018,

<https://www.womenshistory.org/exhibits/timeline-woman-suffrage>. Accessed 5 March 2023.

This source was a helpful timeline of mainly the American suffrage movement, but it also did mention a couple of suffrage events that happened in England and how they related to the American movement. Knowing about the American suffrage movement helps me understand how it fits in overall for the global movement of women's suffrage, and how it was connected to the British suffrage movement. .

“Visiting Fellows scheme.” *London School of Economics*,

<https://www.lse.ac.uk/Statistics/Research/Visiting-Fellows-scheme>. Accessed 5 March 2023.

This website told me about what a Visiting Fellow at the London School of Economics does, which was important for me to learn because Helen Pankhurst is a Visiting Senior Fellow with this university. After learning about this, I was able to incorporate this information into my performance, and I realized how Helen is very educated and knowledgeable because she is a Visiting Senior Fellow.

Wagner, Ella. “Emmeline Pankhurst.” *National Park Service*, 9 March 2022,

<https://www.nps.gov/people/emmeline-pankhurst.htm>. Accessed 4 March 2023.

This source mentioned how the motto of the WPSU was “Deeds, not Words” because they wanted to influence the suffrage movement with action rather than peaceful talks. This phrase reflects the militancy of the suffrage movement and showcases Emmeline's character of taking action and putting in the effort rather than sitting back and waiting for something to happen.

Ward, Brian. "Suffrage Journals." *Woman Suffrage Memorabilia*,

<http://womansuffragememorabilia.com/woman-suffrage-memorabilia/suffrage-journals/>.

Accessed 5 March 2023.

This source talked about all the different suffrage journals being published in both America and Britain during this time, and it mentioned how an American journal called "The Suffragist" was greatly influenced by a British suffrage journal known as "The Suffragette". This was just another aspect of how the British movement inspired the American suffragists, from journals to women's protests.

"Who were the Suffragettes?" *Museum of London*,

<https://www.museumoflondon.org.uk/museum-london/explore/who-were-suffragettes>.

Accessed 5 March 2023.

This source gave many details about the suffragettes and the suffrage movement, but one of the key facts it mentioned were the vast numbers of people who attended suffragette processions. In Hyde Park, around 300,000 people attended the procession, which showed how influential the suffragettes were in spreading their message of voting equality.

"Winson Green force feeding." *UK Parliament*, 2023,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/case-study-the-right-to-vote/the-right-to-vote/winson-green-forcefeeding/>.

Accessed 5 March 2023.

This source discusses the gruesome and humiliating ordeal of force-feeding that

hundreds of suffragettes had to endure in prisons due to government orders.

Reading how even today, this forced feeding of suffragettes is seen as a torturous punishment shows how horrible conditions were for the suffragettes, but also how they were so dedicated to their cause.

Wojtczak, Helena. "The Women's Social & Political Union." *The Victorian Web*, 2000, <https://victorianweb.org/gender/wojtczak/wspu.html>. Accessed 5 March 2023.

This source revealed to me that Emmeline was also a part of another women's suffrage group known as the National Union of Women's Suffrage Societies.

However, she felt they were too peaceful and not accomplishing much, so she left to form the WSPU, which was a very admirable thing to do.

"Women's March: Join the Movement." *Women's Equality Party*,

https://www.womensequality.org.uk/women_s_march_on_london. Accessed 4 June 2023.

This source gave me information on a women's march that took place in January of 2017, which was the biggest mass mobilization ever in the women's movement. This demonstrated to me how Emmeline's tactics of mobilizing women have influenced the modern women's rights movement.

"Women's suffrage campaigners: Emmeline Pankhurst." *UK Parliament*, 2023,

<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/parliamentary-collections/speakers-conference/emmeline-pankhurst/>. Accessed 4 March 2023.

This source talks about how Emmeline during World War I decided to throw herself into the war effort and convince the suffragettes to do so as well in order to secure the vote for the future. This was an important fact for me to know, as it is a part of my performance and part of the reason why women were granted limited voting rights in 1918.

“Women Working For Peace in Context: Sylvia Pankhurst.” *The Men Who Said No*,

https://menwhosaidno.org/context/women/pankhurst_s.html. Accessed 4 June 2023.

This source gave me perspective on how Sylvia Pankhurst argued for peace in many aspects of the world. This gave me the idea to her as another critic of Emmeline’s work, adding to the complexity of my performance.