

2. Edwardian Life: what can sources tell us about everyday life?

<p>Key ideas: rapid change, technology, urbanisation, significance.</p>	<p>Key ideas: historical evidence, making judgements, how people lived, social class, Titanic.</p>
<p>Key people in the Suffrage movement</p> <p>Emmeline Pankhurst – founded the Women’s Social, Political Union. They focussed on ‘deeds not words’. Their campaigns were militant.</p> <p>Millicent Fawcett – leader of the Suffragist movement, National Union of Women's Suffrage Societies (NUWSS). They focussed on peaceful and legal strategies to get the vote.</p> <p>Emily Davison - her actions included arson, assault and obstruction and while in prison she went on hunger strike and suffered force feeding. Davison is best remembered for her final protest, which caused her death. At the Epsom Derby in June 1913, she threw herself in front of the King's horse which knocked her down.</p> <p>Sophia Duleep Singh - her contribution to the campaign was wide-ranging. Duleep Singh not only sold WSPU publications outside of her home at Hampton Court Palace, but also led a 400-strong demonstration to parliament on a day that later became known as ‘Black Friday’.</p> <p>Questions – What actions do you think were most effective in getting women the vote – militant or peaceful and why? Why should we remember the Suffragettes today?</p>	<p>The Titanic</p> <p>Captain Smith - Went to bed and ignored the seven warnings he had received about the icebergs. He told Jack Phillips (Radio Operator) to ignore the ice warnings and to send the first class Easter messages instead. Captain Lightoller (2nd captain) - Should have not turned the ship when he saw the iceberg. Should have hit the iceberg head-on instead it scraped the side of the ship for about 300 feet, rupturing six separate compartments of the hull – when 4 would have made the ship not sink. The Board of Trade - Should have made the ship complete more sea trials – she was passed fit for travel after less than 1 day at sea. – Sea trials usually take over a week. Captain Stanley Lord (Captain of the Californian) - Should have not ignored the distress signals of the Titanic – he thought the ship was throwing a party. His ship was only 10 miles away! The Lookout men - It was their job to report problems. They couldn't do their job properly because they didn't have their binoculars (captain should have made sure that they had them)</p> <p>Question – who was most to blame for the deaths aboard the Titanic? Why do you think this?</p>
<p>Education in the Edwardian period</p> <ul style="list-style-type: none"> • The Factory Act of 1833 said that employers had to provide part-time education for children under 13 but that was easily ignored. By 1880, however, the government made elementary schooling compulsory for boys and girls to the age of 10 and in 1899 to 12 years. • Only in the 20th century were young children no longer regularly expected to work alongside adults. By 1918 school attendance was not only compulsory but the school leaving age was raised from 12 to 14 years old. In the early 1900s, the average number of children in a class was 60. • The teacher sat at a especially high desk which had its own high chair, so that they could look out over the whole of the class. Boys were taught by men teachers and girls by women teachers. All the women teachers were unmarried. Marriage was regarded as a full-time commitment; so when a woman teacher married, she had to give up teaching. • Teachers frequently maintained discipline by using corporal punishment. Caning was the most common punishment. Many parents were unhappy with corporal punishment but corporal punishment was only banned from schools in 1987. <p>The average curriculum for girls included sewing, cooking, housewifery, and infant care and subjects such as chemistry, mathematics, and languages. Depending on what type of school they attended (social class), boys would study maths, science, classical history and Latin/Greek. One school in Devon introduced gardening lessons for the boys.</p>	<p>Keywords</p> <p>Accuracy: a criteria to evaluate sources by looking at how accurate (correct) the content measured against historical fact.</p> <p>Comprehensiveness: a criteria to evaluate sources by looking at how much a source covers – in terms of years or topics discussed.</p> <p>Typicality: a criteria to evaluate sources by looking at whether a source reflects the typical experience or attitudes of people of the period.</p> <p>Transatlantic Ocean Liners: large passenger ships that crossed the Atlantic between Britain and the USA. This was seen as a very glamorous way to travel with first class tickets for the big liners costing many thousands of pounds in today’s money.</p> <p>Emigrants: people moving to a new country for economic reasons. During this era, many poorer people travelled to the USA in hope of finding a better life.</p> <p>Department Stores: big shops such as Selfridges were built in the Edwardian period. They contained lots of varied goods, from high fashion to gardening equipment.</p> <p>Suffragists/Suffragettes: campaigned for women’s votes using peaceful/violent means.</p> <p>Questions – what made change possible for education in the Edwardian period? Why do you think there was such a difference in boys’ and girls’ education? What do you think was the worst and best thing about Edwardian education and why?</p>