



People Power

GCSE History &
Citizenship Studies

About

This resource is for anyone with an interest in the history of the relationship between citizens and the state in Britain, or the use of primary sources to learn about the past.

It has been designed to complement the following AQA GCSE History themed study:

- AB Britain: Power and the People: c1170 to the present day.

This resource can be used by teachers in the classroom or by students at home. For any questions or to arrange a hands-on workshop on this subject please contact:

archives@warwick.ac.uk.





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Source Analysis

Use this template to judge the usefulness of a source

Describe

Title -

Date -

Type of source -

Provenance -

Analyse

Why was the source created?

Is the source reliable?

Yes

No

Evaluate

What do I already know about this topic?

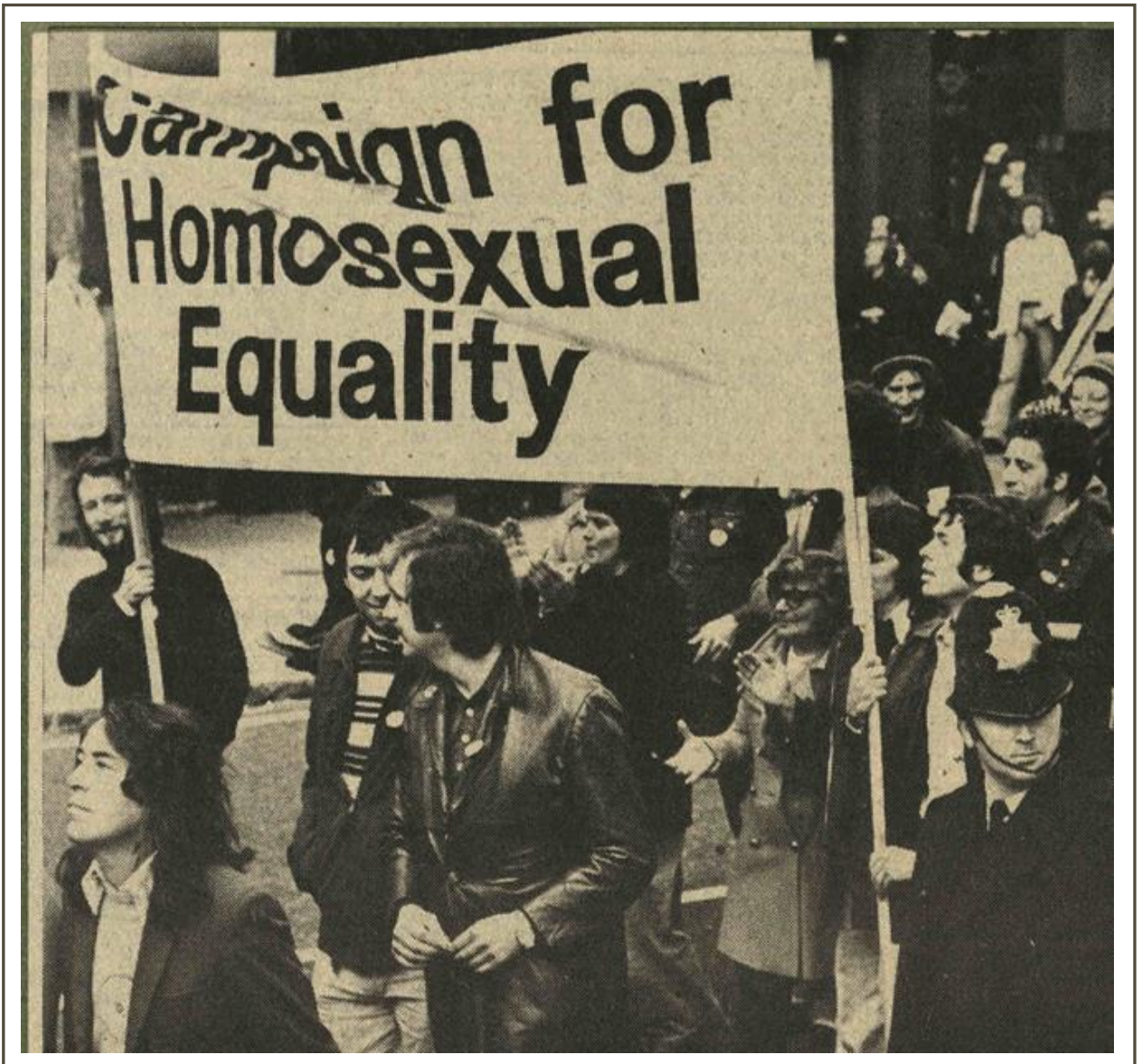
What evidence does the source provide?

What evidence does the source **not** provide?

Active Citizenship

Citizenship is all about joining in and being an active citizen. Active citizenship involves people acting together or individually to achieve a change or benefit in society. It is about making a difference.

Citizenship action could involve raising money for charity, organising a protest or petitioning the government. History is full of examples of people affecting change through active citizenship.





The New Woman.

HAVE DINNER READY AT ONE O'CLOCK, JOHN!

Equal Rights for Women

In the 1890s the idea of the 'New Woman' emerged in Britain and young campaigners fought for equal rights for women.

In contrast to the stereotypical image of genteel Victorian femininity, the 'New Woman' was usually seen as young, active and fit, dressed in 'masculine' clothes (trousers or divided skirts), and independent - able to travel alone on a bicycle, leaving the man at home to do the housework or manage the children.

The 'New Woman' became linked with the broader idea of women's rights and the fight for equality with men, including the suffrage movement.

- Which details in this postcard tell you that this is the house of a 'New Woman'?



The New Woman.

DINNER READY AT ONE O'CLOCK,

Women's Suffrage

In 1903, the Women's Social and Political Union (WSPU – the Suffragettes) was formed, led by Emmeline Pankhurst. Unlike the Suffragists, the Suffragettes were prepared to use violent methods to achieve their aims. They:

- disrupted Parliament
- chained themselves to railings
- broke windows
- attacked politicians
- set post-boxes on fire

Despite their campaign efforts, women had **not** won the vote by 1914. However all this started to change after the First World War. During the war women contributed greatly to the war effort and kept the country going while men were away fighting.

In 1918, the government passed the Representation of the People Act giving the vote to all men over the age of 21 and women over the age of 30 who were householders or married to a householder.

The campaign for women's suffrage finally succeeded in 1928, when women were granted the same voting rights as men.

Postcard of munitions workers
employed at Woolwich, [1914-1918]



Facts and Figures for War Time

5,000,000 women were working in Trades and Professions before the War.

1,000,000 more entered the Labour Market between the outbreak of War and August, 1915.

30,000 more started work in the month of September alone. (Board of Trade returns.)

2,000,000 is the increase expected by the New Year, making a total of women employed 7,000,000.

“A new power of resistance to fatigue has shown itself in industrial women ‘in a way comparable with the spirit of their men at the front’ . . . I think it is mainly due to the ideal for which the women are now working.”—

Miss HEATH PEARSON, *H.M. Fac. Insp.*

Men have withdrawn by millions from the industrial world.

Girls and women are taking their places.

Source Analysis

This leaflet from the Young Women's Christian Association in 1915 provides statistical data on the number of women in employment.

Use the Source Analysis Template to consider how useful this leaflet would be to an historian studying the changing perception of women during the First World War.

Pressure Groups

A pressure group is a group that tries to influence the government on a chosen issue. For example:

- Greenpeace- the environment.
- National Society for the Prevention of Cruelty to Children (NSPCC) - stopping all forms of child abuse.
- Amnesty International- stopping human rights abuses around the world.
- Shelter- homelessness.



Workers' Rights

Nowadays in Britain workers have rights which protect and keep them safe. Some examples include:

- Minimum wage
- Health and Safety
- Holiday
- Sick Pay

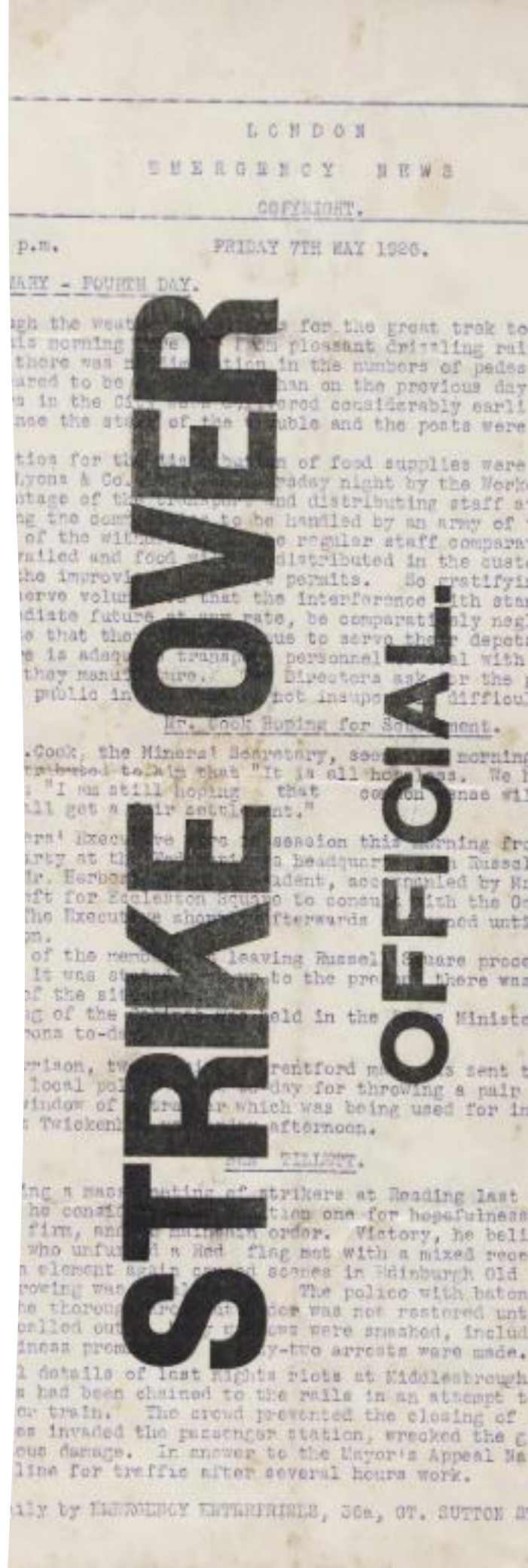
In order for people to protect their rights at work, they can join a trade union. A trade union is an organisation of workers who join together to achieve common aims such as better pay and improved working conditions. If a strike is organised, it is done through a trade union.

Research

Look at the website for the trade union 'Unite':

<https://unitetheunion.org/>.

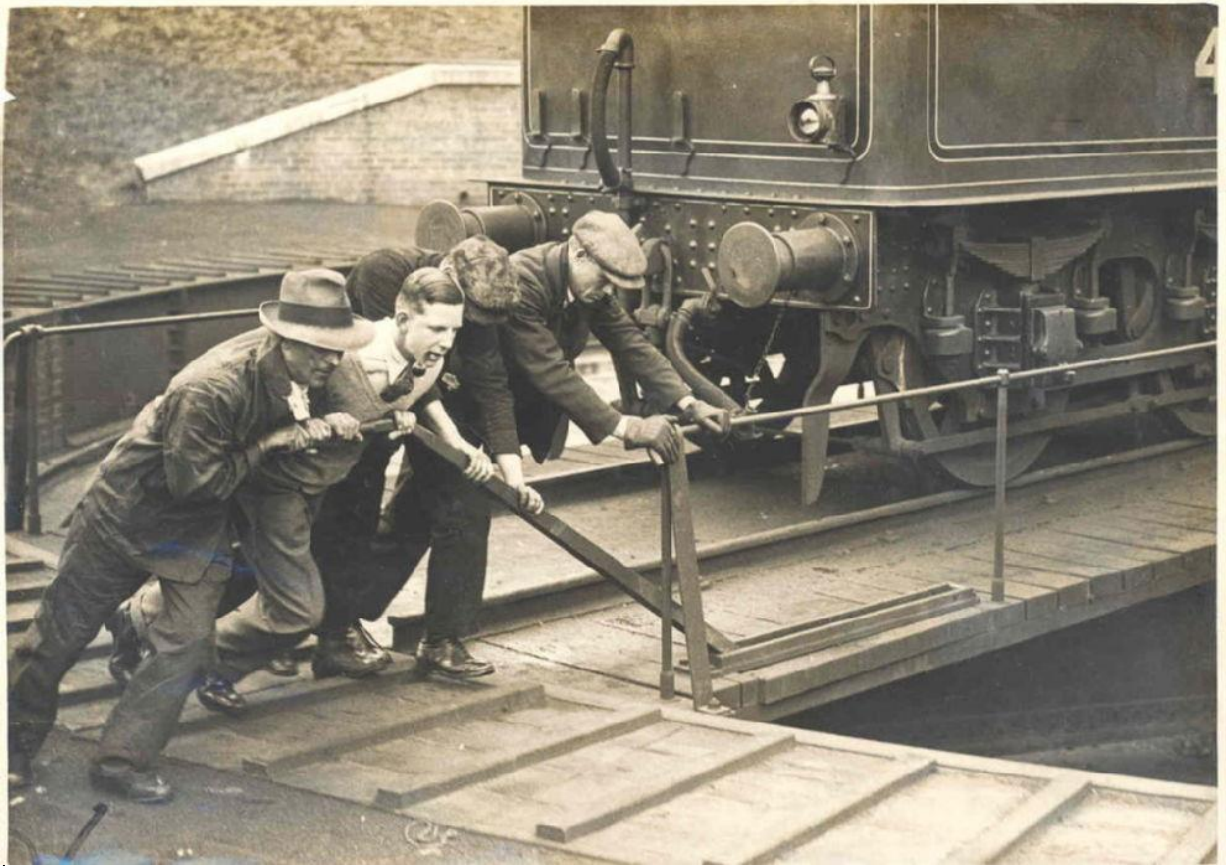
What reasons do they give for people to join?





The General Strike 1926

- In the 1920s a drop in the price of coal and foreign competition forced mine owners to extend the working day and reduce wages.
- In 1926 the Trades Union Congress (TUC) called on other industries to strike in solidarity with the miners. The General Strike began on 3 May. Ships sat unloaded in docks, trains didn't move, and coal wasn't mined.
- To limit the impact of the strike the government arranged for the army and volunteer students to take over the jobs of striking workers.
- The police and army were also sent to key cities to stop the violent clashes between the strikers and government supporters.



Volunteers turning an engine on the turntable at Kings Cross



Mounted police escorting a lorry of food from the docks.

Source Analysis

After nine days, on 12 May, the strike ended with the TUC deciding to negotiate with the government.

Look at the press photographs taken during the General Strike in May 1926 on the previous page and online at: <https://bit.ly/3eBrHdx>.

- Use your own knowledge and the Source Analysis Template to consider how useful these photographs would be to a historian studying the reasons for the failure of the General Strike.



Trade union reform

Over the course of the 20th century the ability and strength of Trade Unions has weakened.

- The creation of the welfare state, the NHS and the nationalisation of key industries after the Second World War meant there was a better relationship between the government, employers and union members.
- In the 1970s and 1980s several laws were passed limiting the power of trade unions.
- Increasingly not all union members supported striking. The government used the media to make it look like the strikers were attacking British democracy with dangerous political ideas. Violent attacks between police and picketers also meant strikers risked a criminal record.



Post-War Immigration

After World War II, Britain faced a shortage of workers and asked people from overseas to come and help to rebuild the country. The population of Britain grew by over a million people in the years 1945-1961, as people arrived from Europe and Ireland, as well as British colonial or Commonwealth countries (such as the West Indies, India, and Pakistan).

While white European and Irish immigrants were helped by the government to settle in Britain, others arriving in the postwar years received much less support. Although initially much fewer in number, people arriving from colonial or Commonwealth countries faced the most hostile response. This group are often called the 'Windrush Generation', because of the arrival of some onboard a ship called the Empire Windrush in 1948.

Although they were legally British citizens, people of the 'Windrush Generation' were viewed as visibly different because of the colour of their skin. They were often considered 'further away from being English' than white Irish or European immigrants.



EMPIRE WINDRUSH
LONDON

Enoch Powell and the 'Rivers of Blood' Speech

On 20 April 1968, Conservative politician Enoch Powell made a controversial speech that used racist stereotypes and violent imagery to strongly oppose immigration into Britain – particularly from the Commonwealth.

In his speech, he suggested that Britain might be heading towards a 'race war' between white people and black people (in part through use of the phrase "like the Roman, I seem to see the River Tiber foaming with much blood").

As a result of his speech, Powell was sacked from his frontline position in the Conservative Party – but he also became a figurehead for those who opposed immigration.

Source Analysis

The questionnaire on the next page was carried out by the ‘Sussex Racial Preservation Society’ (1965) an organisation that believed immigration was having a negative impact on Britain.

These kinds of groups played on the fears of British society, using racist language and xenophobic stereotypes to spread hostility towards people they believed did not belong in Britain.

1. How do you think the ‘Sussex Racial Preservation Society’ found people to complete this questionnaire? Would they be likely to agree with their views?
2. How have these questions been written in order to influence the person answering them?
3. How useful is this document in trying to get a sense of what the ‘general view’ was of British people towards immigration?

Note: the word ‘coloured’ used in the questionnaire is no longer an appropriate way to describe people who are of Black or Asian heritage.

OPINION POLL

oll conducted by the S.R.P.S. are was conducted by an independent vices free of charge. The 14-point reeing with the aims of the Society uestion.

if our questionnaire could be con- d as ‘loaded’, the recipient had the e of answering ‘yes’ or ‘no’ or not vering at all. All together we received l ‘no’ replies. We had the largest ber of ‘yes’s’ to question No. 1= i (96.14%). The total ‘yes’s’ to ques- No. 5 was 1,274 (81.53%). To ques- No. 11 on repatriation, we had no han 809 replies of ‘yes’ (51.76%). number of replies which were all ‘was 522 (33.40%). The break-down : rest of the results was as follows:

	Yes Answers	No Answers	Other Answers
	1,506	47	10
ed people	930	267	366
coloured imes that	936	251	376
harmony ed by re-	921	238	404
ay white?	1,274	84	205
coloured Does this	991	173	399
differences whites. Do	905	170	488
en aggra-	1,126	185	252
at by 1965	1st part	1st part	1st part
in Britain,	974	275	314
would you	2nd part	2nd part	2nd part
	1,017	140	307

RESULT OF THE OPINION POLL

	Yes Answers	No Answers	Other Answers
1. Do you care about the race problem?	1,506	47	10
2. Do you think it wrong to encourage coloured people here as a source of cheap labour?	930	267	366
3. Do you think that the presence of 1½ million coloured people in Britain today with a birth rate 8 times that of white people is harmful to all concerned?	936	251	376
4. Do you agree that mutual respect and harmony between the races is more likely to be achieved by repatriation to their homelands?	921	238	404
5. Would you prefer Britain's police force to stay white?	1,274	84	205
6. The British Medical Association say that coloured immigrants pose a serious health problem. Does this concern you?	991	173	399
7. Scientists say that there are fundamental differences other than skin colour between blacks and whites. Do you feel they are right?	905	170	488
8. Do you think the housing problem has been aggravated by coloured immigration?	1,126	185	252
9. Had you been consulted in 1950 and told that by 1965 there would be 1½ million coloured people in Britain, would you have thought it unlikely and would you have disapproved?	1st part 974	1st part 275	1st part 314
	2nd part 1,017	2nd part 149	2nd part 397
10. It is estimated that in a few years' time there will be more coloured than white people in Britain. Do you consider this undesirable?	879	222	462
11. Would you support a scheme to return all coloured people to their homelands if it was done to their advantage in a humane and financially generous manner?	809	253	501
12. God created the races separate and distinct. Do you consider it wrong that the Divine order should be changed by the mixing of races?	727	203	633
13. Do you agree that all men are equal in the eyes of God?	522	520	521
14. State in as few words as possible your views.			

Campaigning

Methods of campaigning:

- Petitions
- Stunts
- Social Media
- Marches
- Using Celebrities
- Lobbying

Source Analysis

Watch the first 5 minutes of the film Student Life:

<https://bit.ly/34USnSA>

1. What methods do the students use to get their message across?
2. How effective do you think these methods are?

Activity

You and your classmates have decided to form a union. Decide a name for your union and write a list of demands for your teachers.



Midlands Marchers Against Racism, 1970s



Source Analysis

Look at the photographs on the previous page, collected by Leamington Anti-Racist, Anti-Fascist Committee which show anti-racism demonstrations in Coventry and Leamington Spa, c.1979.

- Use the Source Analysis Template to consider how useful these photographs would be to an historian studying race relations in the 1970s.

Activity

The image on this page shows badges created to protest against racism, fascism and the National Front.

Design your own badge using one of the slogans shown, or in support of a cause of your choosing.



Summary

- Active citizenship means working to achieve a positive change to society
- The campaign for womens suffrage finally succeeded in 1928
- The rights of workers are supported by trade unions
- If a strike is organised it is done through a trade union
- Trade unions are no longer as powerful as they were
- After World War II, Britain faced a shortage of workers and asked people from overseas to come and help to rebuild the country.
- Not everyone welcomed these immigrants, known as the Windrush Generation, and they faced racist abuse and discrimination.
- Many people and groups have fought against racism.
- These groups promote mutual respect and understanding.