

Goal: Document based questions provide students with an opportunity to learn and apply their history detective skills. Like Sherlock Holmes, students will examine and investigate historical sources and pass judgment upon them in the questions that follow.

Method: Students will take notes on the vocabulary necessary to understand sources; subsequently, pupils will be given sources to identify and analyze.

VOCABULARY TO LEARN

1. Primary Source:

2. Secondary Source:

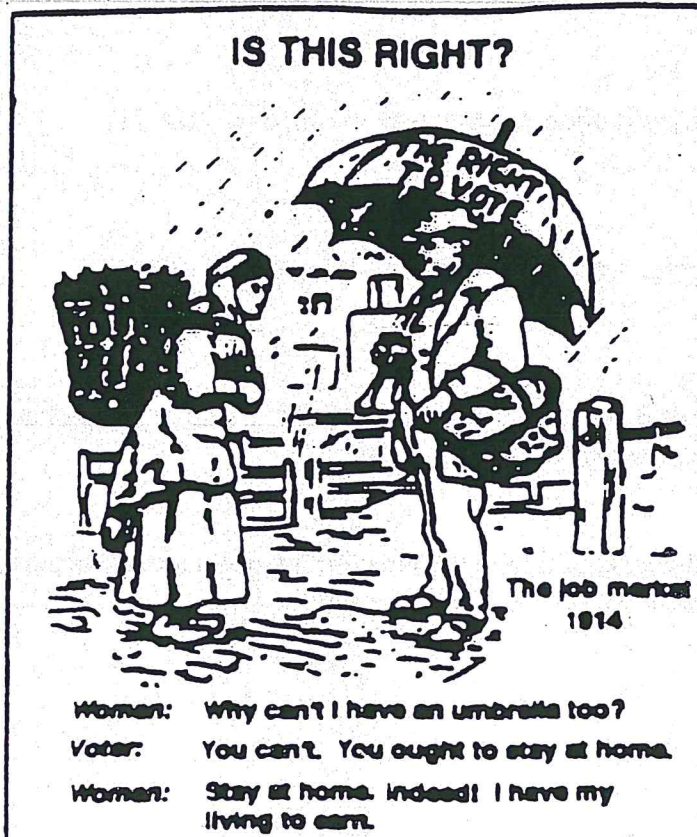
3. Bias:

4. Corroborate:

WOMEN AND THE FIRST WORLD WAR

SOURCE 1

Postcard issued by the National Union of Women's Suffrage Societies



SOURCE 2

"It was universally acknowledged that women brought into industry through the war were doing work that is not congenial or natural to a woman... we must get the women back into the home as soon as possible. That they ever left is one of the evil results of war."

-*Cotton Factory Times*, July 7th, 1916

SOURCE 3

The proportion of female to male employment in the UK, 1914-1920 (Figures represent percentages of women in the work force.)

| | Industry | Government Establishment | Commerce and Finance | Total of all employment |
|-----------|----------|--------------------------|----------------------|-------------------------|
| July 1914 | 26 | 3 | 27 | 24 |
| July 1918 | 35 | 47 | 53 | 37 |
| July 1920 | 27 | 5 | 40 | 28 |

-Canadian Government Statistics, 1925

SOURCE 4

"Prior to announcing the election, [Robert Borden] passed two new pieces of legislation designed to ensure his re-election. The first was the Military Voters Act, which allowed the men and women serving overseas to vote. The second was the Wartime Elections Act, which gave the vote to all Canadian women directly related to servicemen."

-*Counterpoints Textbook*, P.40, 2001

1. Give one example (from Documents 1-4) that is a primary source and list how you know. (1)
2. What does **Source 1** suggest about the status of Women in 1914. (1)
3. To what extent do **sources 1 and 2 corroborate** each other? (2)
4. With reference to **source 3**, to what extent did the First World War produce lasting changes in the pattern of women's employment? (2)
5. Using all available sources, explain why women got the right to vote after WW1. Please list the name of the source and the evidence it provides when you write your answer. (2)