

HISTORY

Everything Else Tomorrow

NOW

Women's History Edition

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Issue 6

Mar-Apr. 2022

The March of the Women by Margaret Morris

Foreword:

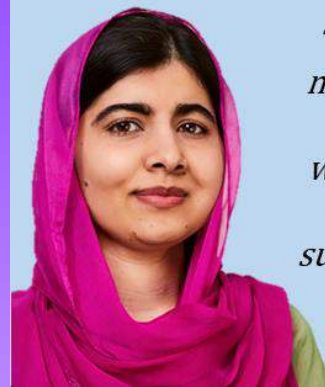
Every year in March, the world celebrates Women's History Month.

This is a celebration which highlights how women have changed the world in many different ways such as, the right for women to vote, discovery of Radium and Polonium, the world's first computer and much more.

Women such as Ada Lovelace, Marie Curie, Emmeline Pankhurst, Malala Yousufzai, Kamala Harris, Serena Williams etc. have made history in the world and have inspired the younger generation to stand for what they believe in. Also, on March 8th every year, the world also celebrates International Women's Day. This edition recognises the achievements of how women have changed the world for the better. Enjoy reading!

Joshua Owusu – Deputy Editor

Women's History Month



"I raise up my voice— not so that I can shout, but so that those without a voice can be heard. We cannot all succeed when half of us are held back."
– Malala Yousafzai



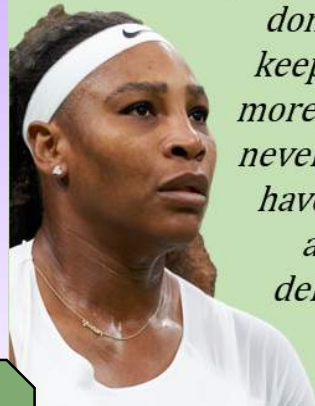
"With a defeat, when you lose, you get up, you make it better, you try again. That's what I do in life, when I get down, when I get sick, I don't want to just stop. I keep going and I try to do more. Everyone always says never give up but you really have to take that to heart and really do never definitely give up. Keep trying."

– Serena Williams



"Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something and that this thing must be attained."

– Marie Curie



Four Stories

By JC Beronilla, Caleb Watt, & David Doyle (Year 10)

In celebration of International Women's Day, we have collected the following stories:

1.

Sophie SCHOLL



Standing as a bastion against the tide of fascism, we begin with Sophie Scholl. She stood in a time where very few people could keep a foothold in opposing the burgeoning, popular, but oppressive, Nazi regime.

She, along with her siblings, were all pushed into their designated societal roles by the government: Sophie herself joining the BDM, a part of the Hitler Youth. And although participating actively at first, she soon became disillusioned with the Nazis and their promises of grandeur and artificial purity.

Her resentment grew for the NSDAP, becoming stronger as the government further clamped down on rights and freedoms, oppressing people for their beliefs and religions. She found herself disgusted by the regime and its politics.

However, in 1942, as Germany now further committed itself to cold and bloody conquest, Sophie had discovered and joined an organisation to oppose the Nazis: the White Rose. This group, co-founded by her brother, Hans, was inspired to action by their pursuit of liberal ideas present in their philosophy and religion, in stark contrast to the singular narrative enforced by the party.

It was with the White Rose where Sophie found an outlet for her disdain for the Nazis. They worked behind the scenes, in hiding from the Gestapo, to secretly publicise their thoughts on the faults of the Third Reich. They met with Anti-Nazi rebels at the border and further escalated the production of their own counter-propaganda.

But on 18 February 1943, they were caught. Sophie and Hans, delivering leaflets to a university for the students to read, were spotted by the groundskeeper. This devout Nazi, immediately reported them to the Gestapo and they were taken in for questioning.

And yet, noble in thought and action, Sophie protected the secrecy of the White Rose by claiming full responsibility for the crime, proven by the incriminating evidence that the number of leaflets fit squarely into the briefcase they brought with them. For this, Sophie and her brother were condemned, guilty of treason against the Nazi regime, to be executed, martyred, on 22 February 1943.

Her last words were: *"The sun still shines."* And for her life, shining ever brighter, the light of freedom and liberty lives on.

[For more on Sophie's role in the resistance, see *Dictators At War*, episode 3 on [BBC iPlayer](#).]

2.

Ching Shih/ Zheng Yi Sao



The story of this ruler of the sea begins in a storm. It begins with death; the death of a man, killed in a typhoon in the year 1807. This man, Zheng Yi, was the commander of the Red Flag Fleet of the Guangdong Pirate Confederation; and his wife, Zheng Yi Sao, was poised to become his successor.

This former brothel worker seemed an unusual choice in a China dominated by the Qing Empire and conservative Confucian philosophy. But this was not the Qing court, nor was it governed by Confucian philosophy. These were peasants, who were used to seeing widows inherit property. These were sailors, men hardened by years of battle, privateering on the Vietnamese coast. These were people who owed their success to the protection racket run by Ching Shih, forcing traders to pay tribute to these pirates every time they crossed their waters. So, to these men, she seemed the perfect choice.

She quickly began to expand their business, making a habit of raids on the coast, giving traders a run for their money, and handing both Western and Chinese Imperial ships a thorough beating into the sea. Her sea conquering empire grew to sizes incomparable to any other country-backed naval power: and to them at least, even the far off British Empire.

Ching Shih also came to remake the inner workings of the pirating system. She established a code of laws, similar to any other powerful state, where her operation was made entirely robust.

She challenged disobedience with death or mutilation, as well as imposing a system of sharing the spoils of conquest fairly among her fleets.

Eventually though, the Qing government had had enough and they sent an official to end this pirate problem for good. But this did not deter the ambitious Ching Shih. She launched a pillaging campaign all along the Pearl River, near the major city of Canton: a gold mine for the pirates to exploit. And after this, she went to the pirate base in the Tung Chung Bay, near Lantau, to make repairs.

Unfortunately, this was a mistake. The next morning, on 5 November 1809, the bay had been blockaded, trapping Ching Shih with only her Red Flag Fleet, commanded by her husband/adopted son Zhang Bao. Their situation became even more perilous as the blockade was accompanied by four Portuguese ships, allied with the Chinese Imperial navy.

But Ching Shih was calm; she knew her ships were small and could easily slip out of the bay, through gaps between the enemy ships, if only the wind were to change direction. They held out

for two weeks, staving off the fireships sent by the enemy fleet, and on 29 November they made haste, catching the wind and escaping into the sea.

At this point, Ching Shih decided to retire, knowing she had the advantage in negotiations, always threatening to begin another pillaging expedition. She knew her confederation could only weaken now, having already lost two other fleets, one sunk, the other defecting.

The Qing accepted her deal on all her terms, they could do nothing else, and for the rest of her life she ran a gambling house in the city of Canton, who only a few months prior was victim to her pirating raids.

3.

Harriet TUBMAN



Harriet Tubman was truly a saviour for many, and a last light at the end of a very long and dark tunnel for many innocent enslaved people, but her story doesn't begin as it would end. Tubman was born into slavery in March 1822, but would bravely escape at the age of 27 to the anti-slave state of Philadelphia.

As a child in slavery, she received many viscous beatings and lashings from her masters as many other slaves did, and, early in her life, she suffered a traumatic head injury from a furious overseer who would throw a heavy metal weight at another slave, but would accidentally hit Tubman. This caused hypersomnia (the opposite of insomnia) and after the injury, she began to have strange and vivid dreams, which, alongside her Methodist upbringing, led her to become devotedly religious.

In 1849, Tubman became ill again, diminishing her value as a slave, thus Edward Brodess attempted to sell her, but could find no buyer. The fact that Edward still tried to sell her off back into slavery and keep her family in slavery infuriated Tubman, who began to pray for the man, asking God to change his ways, but when it appeared a sale was being concluded, she changed sentiment, asking God, "if you ain't never going to change that man's heart, kill him, Lord, and take him out of the way." A week later, Brodess died, and Tubman expressed regret over her past sentiment.

With Brodess' passing, it

increased the chance that Tubman would be sold and her family separated from her. So, she decided not to wait for Brodass' widow to decide her fate, and decided her own fate, saying later, "liberty or death; if I could not have one, I would have the other". So, she and her brothers (Ben and Henry) all escaped from slavery, however, after a bounty had been laid upon them of \$100 (roughly \$3.5k with inflation) per slave, the brothers began to have second thoughts and went back, forcing Tubman to return with them. But Tubman would escape soon after the fact, but this time without her brothers. It is said that Tubman herself used the underground railway to escape, travelling at night and using the North Star to guide her to Pennsylvania.

However, when she arrived in Pennsylvania, she "was a stranger in a strange land," and while she was free, her family was not, but she believed they should be. She worked odd jobs and saved money, as the US congress passed the Fugitive Slave Law of 1850, which forced local law enforcers to aid in capturing escaped slaves, even if the state was anti-slavery. This (and the influx of poor immigrant Irish) made work increasingly hard to find, and more competitive.

Tubman was warned (in December 1850) that her niece and two children would soon be sold in Cambridge, so she went up to Baltimore and hid with her brother-in-law Tom Tubman to stay safe. Her niece's husband (a free Black man (John Bowley) made the winning bid for his wife, then, when the auctioneer stepped away to have lunch, Tom, Kessiah (Harriet Tubman's Niece and John Bowley's wife) and their children escaped to a nearby safe house. Later Bowley sailed the family on a log all the way to Baltimore, where they met Tubman, who brought the family to Philadelphia

Early the next year, she returned to help guide away other family members, during her second trip, she recovered her brother Moses, and two unidentified men. She worked with Thomas Garret, an abolitionist quaker working in Wilmington Delaware. Word of her exploits reached her family and most likely other slaves, encouraging their efforts. And in late 1851, she returned to Dorchester County for the first time since her escape from there, to find her husband John. She worked various jobs and bought a suit for John, meanwhile, John had married another woman named Caroline. John insisted he

was happy where he was, so, rather than storming the house and making a scene, Tubman suppressed her anger and decided to find some enslaved people who want to escape and help them. Over the next 11 whole years, Tubman repeatedly returned to the eastern Maryland shore rescuing at least 70 slaves in 13 expeditions, including her other brothers Henry, Ben, and Robert, their wives and some of their children.

[Map showing the underground railroad – escape routes for enslaved people from the Southern slave states to those of the free Northern states]



So, what is the story of Harriet Tubman? Is it a story of adventure, of rescue, of defiance? Well, I think it is a story of Hope. That there is always hope, as hope is an idea, a thought in the mind of a single person. And that disease is the most infectious of them all.

4. Amelia EARHART



Now, this however, is a story of adventure: how one woman conquered the world; then disappeared, never to be found, never to be seen again; of records broken; and the impossible made possible. But this story begins with a little girl, whose passion for adventure had already manifested itself.

As a child Amelia and her sister (nicknamed Pidge) set off on daily expeditions around their neighbourhood, spending long hours playing, climbing trees, hunting rats with a rifle and “belly-slammings” her sled downhill. Many biographers have now shared the sentiment that Amelia was possibly a Tomboy, even collecting worms, moths, and a tree toad. Her first experience with flight ended rather dramatically, using a ramp secured the family tool-shed, she appeared from the broken wooded box that served as her sled with a bruised lip, a torn dress, and a sense of exhilaration.

Her family, it seems, had quite a fortune to its name, with an acquisition of a new house, two

servants and her grandmothers quite large estate left in her mother's name (as her grandmother believed Amelia's fathers' alcoholism would drain the funds), which was later auctioned alongside all of its contents, which Amelia viewed as end of her childhood.

At Long Beach, on December 28 1920, Amelia and her Father would visit the Daugherty Air Field, where she would meet Frank Hawks, who gave her a ride that would change her life, and that by the time she was 60-90 meters off the ground, she simply knew she had to learn how to fly and working various jobs, she managed to save up \$1000 for flying lessons. Her first lesson was given by Anita Snook, who used surplus 'Canuck' for training. Her hard work required her to often accept the rudimentary conditions of early aviation training. And after 6 months, in the summer of 1921, she bought her own aeroplane, which she named Canary, because of its bright yellow colour.

In late October 1922, Amelia flew the Canary to a height of 14,000 feet, setting a new record for female pilots. Then, after Amy Guest decided a solo flight across the Atlantic would be too dangerous for her to undertake,

she decided to sponsor the flight, suggesting that they find “another girl with the right image”, so, one afternoon in April 1928, Amelia got a call asking if she wanted to fly the Atlantic, however, she said that she didn’t really do any of the flying, but would one day like to do it alone.

Even though she has gained quite a reputation from her transatlantic flight, she wanted her own “untarnished” record, so, not long after she got back, and just as her name was reaching the spotlight, she became the first ever woman to fly solo across the North American continent and back. She subsequently made her debut into competitive aircraft racing, where she finished in third in the heavy division.

But, as one could possibly predict, she wanted to go further, was it her determination, need to better, or just for the love of flight? I don’t know. But in 1936, Amelia decided she wanted to take the ultimate crown, be the first woman to fly all the way around the world, while others had flown around the globe, hers would be the longest, as it would take a roughly equatorial route across the globe.

On her first attempt, she and her

crew flew the first leg from Oakland to Honolulu, but ran into some problems so the aircraft had to be serviced in Hawaii, and the aircraft would arrive at Luke field to fly again, but the plane never left the runway, as during take-off, the front landing gear failed, the propellers hit the ground and damaged the runway. Manning then took leave and ceased all association with the project, leaving only Amelia and Noonan, neither of which were skilled navigators. While the plane was being repaired, Amelia and Putnam secured more funds for the flight. This time they flew west to east, and began with an unpublicised flight from Oakland to Miami. On this flight, Noona was the only person flying with Amelia. The pair departed from Miami on 1 June, and after multiple stops in South America, Africa, the Indian Subcontinent and Southeast Asia, they arrived at New Guinea, with their last leg being over the Atlantic. They never made it across the 7000 miles. There are many theories as to why, or how, or where she disappeared, but she disappeared doing what she had always loved, flying high above the clouds.

[Check-out ‘The Enduring Mystery Of Amelia Earhart’ documentary on [YouTube](#) to find out more.]

Who was Virginia Hall?

By Anja Rogers (Year 10)

Name: Virginia Hall

Aliases:

Marie, Diane; the Limping Lady

Nationality:

American

Birth:

6 April, 1906, Baltimore, Maryland

Death:

8 July, 1982, Rockville, Maryland

[Right: A forged (fake) document created for Hall: a 1938 Estonian Drivers License]



Service Record:

Virginia Hall was an American spy that worked with the allies during the Second World War. She was awarded the Distinguished Service Cross after the war, the first woman and civilian to receive this honour during World War 2. Within her first few weeks of working with the S.O.E. (Special Operations Executive), Hall went undercover as a journalist in Southern France to organise safe drop zones for the allies, successfully supplying new agents, supplies, money and weapons to help with the war effort.

After the war, Hall worked for the Special Activities Division of the Central Intelligence Agency (C.I.A.) after proving herself with her spy work in Nazi-occupied France. Hall became the most feared spy during WWII for tormenting the Nazis and constantly throwing them off with her tactics. To the Nazis, she was known as the 'Limping Lady' due to a hunting accident that resulted in her leg being amputated and replaced with a prosthetic leg she named Cuthbert. Despite this, Hall persisted in assisting in the war effort to free France and the rest of the world from the Nazis' reign of terror.

Emily Wilding Davidson

By Zach Naylor, Daniel Hall, Tom Eite & Alfie Mandry (Year 10)

Emily Davison was born on the 11th of October 1872 in Roxburgh House, Greenwich, Kent (now part of Great London). She was a teacher before she became a suffragette as she did quit being a teacher for the full involvement of being a suffragette.



British activist who became a martyr to the cause of woman's suffrage when she entered the race track during the 1913 Epsom Derby and moved in front of King George the V's horse, which struck her while galloping at full force (see right). She never regained consciousness after the incident and died 4 days later.

Martyr:

A person who dies, or is killed, because of their beliefs (e.g. political or religious views).

Davison's death marked a culmination and a turning point of the militant suffragette campaign. The First World War broke out the following year and, on 10 August 1914, the government released all women hunger strikers and declared an amnesty. Emmeline Pankhurst suspended WSPU operations on 13 August.

DID YOU KNOW?

The rider of the horse that hit Emily was Herbert Jones, who was thrown from his seat and the horse fell, getting up again and finishing the race alone. Jones suffered broken ribs, bruising and concussion.



Find out more?

See Clare

Balding's [‘Secrets of a Suffragette’](#)
(Channel 4, 2013)



Women in the American Abolitionist Movement

By Eleri Owen (Year 10)

The abolitionist movement was a political campaign during the 19th century to end the slave trade. In the U.S.A., a country with a slave population of approximately 4 million by 1860, the struggle for abolition was a particularly prominent and poignant one.

Quakers (historically Protestant Christians) often questioned the morality of the slave trade and its horrific conditions due to their religious beliefs. An example of this is the American schoolteacher **Prudence Crandall**, who defied racial discrimination in 1832, by opening a boarding school in Canterbury, Connecticut that admitted African American girls as students. Despite the vehement



protest of white townspeople, fears of interracial marriages, and local legislature leading to Crandall's arrest (the 1833 "Black Law", which was repealed in

1838), she did not give up on her plight to provide education to local girls. However, the school closed in late 1834 due to an angry mob attempting to destroy the school and Crandall's fear for the safety of her students.

Another example of a Quaker woman who argued for the abolitionist cause was **Lucretia Mott**, who was a founder of the Philadelphia Female Anti-Slavery Society in 1833. She spoke at the



1840 World Anti-Slavery Convention in London, which additionally brought her to consider the ideas of women's rights. Despite her competence as a powerful orator, she was prevented from speaking at this convention on the fact of her being a woman (as was **Elizabeth Cady Stanton**, another prolific abolitionist at the time). This angered her and eventually

brought her to organise a convention of her own: the Seneca Falls Convention in July of 1848. Organised by Mott, hundreds of prominent abolitionists attended, including Fredrick Douglas.

Literature and orations were often powerful tools when it came to spreading abolitionist ideas. One of the most infamous examples of this is **Sojourner Truth's** speech: "Ain't I a Woman?" Truth was a former slave, who escaped into freedom in 1826, and recovered her son Peter in court in 1828

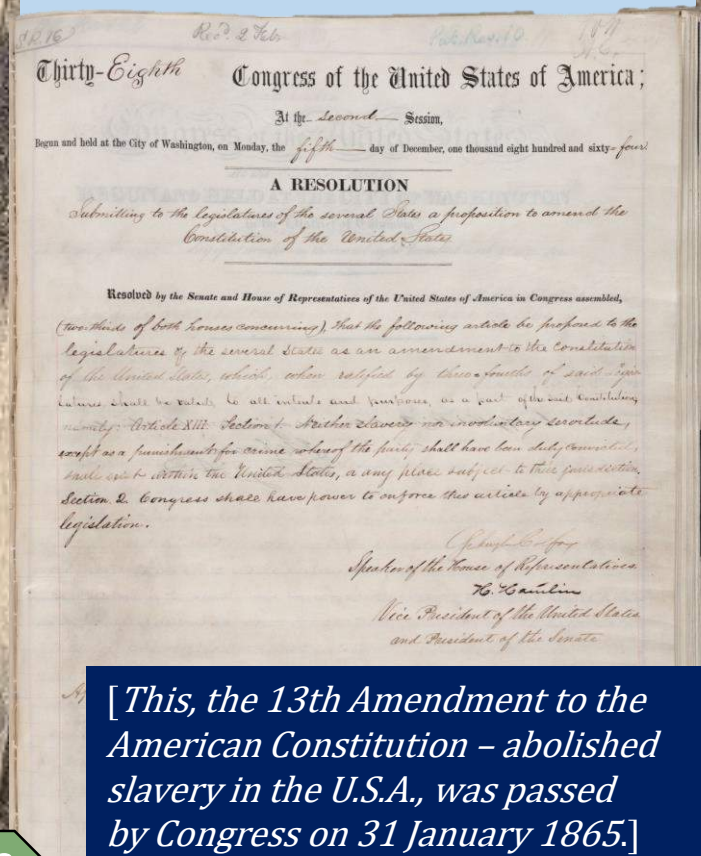


(one of the first black women to win the case against a white man). Her speech, first delivered at the Ohio Women's Rights Convention, insisted on the demands of all, inextricably intertwining the need for abolition and women's rights. She spoke on her experience as a former slave, and it points out the exclusion of black women from the women's rights movement entirely, arguing:

"That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman?"

[Part of Truth's 1851 speech]

Her words perfectly encapsulate the ideas that only some fully understood: the abolitionist movement and the women's rights movement were linked with each other, and that women (particularly white middle-class women) could therefore be an influential group when it came to putting forward notions of equality.



[This, the 13th Amendment to the American Constitution – abolished slavery in the U.S.A., was passed by Congress on 31 January 1865.]

Presentations of Women in Ancient Hellas

By Mr Brace (History Teacher)

Ancient Hellas (Greece) has long been celebrated as the birthplace of Western culture and civilisation.

A world of art, democracy, sport, philosophy and heroes. However, as Cecil Bowra (1957) observed: *'A society which cherishes [...] a heroic ideal is not always easy in its treatment of women.'*

To the Greeks, protecting their women showed their civilisation.

While 'barbarian' (non-Greek) women might fight and rule, for Greeks, war and politics were the exclusive role of men. Women's role was the family and home. An idea that European nations held to until the twentieth century.

Yet, for all the wealth of written sources from the time, according to Robin Fox, the poet Sappho *'is the only female in the archaic Greek world whom we can still read in her own words'*. Therefore, to examine the experiences of women in Hellas we must mostly rely on the works of male writers.

Homer's eighth century epic poems laid the foundations for Greek (and Western) literature. Although goddesses influence events throughout *The Illiad*, as

immortals they don't suffer any consequences. Whereas for Prince Hector's wife **Andromache** (as a mortal woman) the consequences of men's quest for honour (kleos) in war and her powerlessness are painfully portrayed by Homer. Before Hector leaves for battle...

'Andromache bursting into tears, went up to him, put her hand in his and said: "Hector, you are possessed! This determination of yours will be the death of you. You have no pity on your little boy or your luckless wife, who will soon be your widow, when the Greeks kill you in a massed attack. And when I lose you, I might as well be dead. There will be no comfort left when you have met your end – nothing but grief."

[*The Illiad*, VI, 395-430]



[*Andromache, Astyanax & Hector*; red figure vase painted c.370-360 B.C.E.]

Although Andromache begs Hector to choose family over duty, as a Trojan noblewoman she accepts his decision and her inability to affect the war. Yet, Homer's use of irony (audiences would know that Hector and her son will die) makes this an affecting piece on female suffering caused by war.

While Homer provides a conservative view (of a loyal wife), others like the playwright Euripides went further. In his 431 B.C.E. play *Medea*, Medea having betrayed her homeland to help Jason steal the Golden Fleece and married him, takes brutal revenge when Jason seeks to remarry the Princess of Corinth (for political gain). Unlike Andromache who accepted the consequences of political choices made by men (the Trojan War), Medea shocked the Athenian audience with her masculine actions and refusal to accept being pushed aside. Euripides uses Medea (a foreign sorceress) as a way to challenge Greek social and gender norms.

Medea: 'Of everything that is alive and has a mind, we women are the most wretched creatures. First of all, we have to buy a husband with a vast outlay of money [a dowry] – we have to **take a master for our body**. The latter is more painful [...] **I would rather stand three times in battle than bear one child**. [...] **In all other respects a woman is full of fear and proves a coward** [...] **but when she is wronged in her marriage bed, no creature has a mind more murderous**.'
[*Medea*, lines 230-266]



[*Medea*, vase c.340-320 B.C.E.]

Through her monologues and heated dialogues with male characters, Medea leads the audience to appreciate the experience and inequalities of being a woman in Hellas (e.g. childbirth being as dangerous as battle) and to question if it is unacceptable for women to act like this, why do men?

Sources and further reading:

- Euripides, *Medea and Other Plays* (2008 edition).
- Homer, *The Illiad* (2003 edition).
- National Theatre, 'Women in Greek Theatre' ([YouTube](#)).
- Robin Lane Fox, *The Classical World* (2006).

LGBTQ+ Figures in History
By Katie Ravenscroft (Year 9)

There are many important people who influence our history. Unfortunately, lots of these important people that affected different parts of culture, society and historical events had to try and hide their queer identities, due to social inequalities in their time.

One of these figures is **Sappho**, an Archaic Greek poet from the island of Lesbos, born around 630 BCE. Her poems mainly include love poems on her relationships with women and she is mostly known for her lyric poetry which was written to be sung accompanied by a lyre, but most of her poems still have not been found. There has been much speculation on her sexuality, whether she was homosexual, bisexual, etc. but the speculation isn't known. The term 'lesbian' comes from the island of Lesbos and the women who live there.

Another one is **William Shakespeare**, a well-known playwright. He wrote many Sonnets about men, in particular, it's believed that he was being bisexual himself.

Want to learn more about Sappho?

See Katie Ravenscroft's article in Issue 2.

Hatshepsut: Great Female Pharaoh Of Egypt

By Abdelrahman M., Milo L. & Kai T. (Year 10)



Hatshepsut was (arguably) Egypt's greatest female pharaoh. She had a reign of 21 years between 1473 to 1458 B.C.E. and under her, Egypt was in peace and prospered in many fields such as trade, land, architecture etc... Despite her gender, Hatshepsut became one of Egypt's greatest pharaohs.

Hatshepsut: Daughter, Wife, Sister, and Mother of pharaohs

Hatshepsut was born in 1508 B.C.E. to Pharaoh Thutmose I and Queen Ahmose. She was raised in the royal courts of Egypt with her sister and two brothers, who all died at an early age. When her father died, her half-brother Thutmose II inherited the throne, however he needed to bolster his legitimacy to rule as he was a lesser son to his father. So Hatshepsut (then 12 years old) was married by her 15 year old half-brother as she was of 100%

royal blood. She was now the Queen of Egypt. Hatshepsut and Thutmose II only had one child; a daughter named Neferure. However, Thutmose II also later had another child with a lesser wife whose son was named Thutmose III and would become the heir to the throne at the age of three when his father suddenly died at the age of 31. Since the boy was too young to rule, Hatshepsut was to act as Queen-Regent to the boy pharaoh until he was old enough to rule. Due to being the sister, daughter, mother, and wife of pharaohs, after 7 years Hatshepsut decided to leverage her position from Queen-Regent to the Pharaoh of Egypt. Although her bloodline link to the throne was extremely powerful and without question, Her gender was a critical issue...

Consolidating power: Hatshepsut had to now legitimise her control of the throne as she was a female, and high ranking officials thought that a female sitting on the throne would bring a disturbance to the Egyptian goddess of balance/truth Maat. So Hatshepsut started by a risky religious claim stating that the

god of air Amun's spirit had entered her father on the night of her conception which meant that he was the daughter of Amun and he intended for her to rule. This was of course risky, however it bolstered her right to the throne among high ranking officials especially since one of them named Senenmut (possibly her secret lover) supported her claim. In addition to her support from the aristocracy, bloodline and divine right to rule, she began depicting herself in her statues as a man with a false beard (see below) as a form of propaganda to the Egyptian populace.



[*Hatshepsut statues*]

A Prosperous Reign:

Although she had risen to the rank of pharaoh, it was still inconceivable for a woman to lead troops into battle, like her father and husband once did. Instead she

used Egypt's military and sent it/led it on a trade expedition to the legendary land or Kingdom of Punt which is possibly located on the horn of Africa. This land had not been little touched by Egypt, however this military trade expedition was extremely successful and brought back tons of riches with it such as: ivory; gold; frankincense; myrrh; and tropical fruit. Hatshepsut was also the first ever ruler in history to transport trees from foreign lands back home. This was done using baskets to protect the roots of the trees on the journey. She was also the first person in recorded history to use charred frankincense as eyeliner. Among the other trophies of the expedition were exotic animals such as giraffes and leopards. This successful trade expedition brought a large amount of power with it to Hatshepsut's rule.

This increased rate of commerce provided financial support for another one of Hatshepsut's ground-breaking expansions: architecture. Hatshepsut



[*Wall painting showing gifts brought from Punt, from the Tomb of Rekhmire, c.1400 B.C.E.*]

commissioned hundred of large scale building projects all throughout upper and lower Egypt with the most famous being her twin obelisks made of pink granite dedicated to Amun at the temple's entrance and the Mortuary Temple (below) she had built in her honour. Known as *djeser-djeseru* or, holy of holies at Deir-El-Bahary which is one of the Ancient Egyptian wonders and tells the story of Hatshepsut and her great campaign into Punt.

Death and legacy:

Hatshepsut died at the age of 50 in 1458 B.C.E. after ruling Egypt for more than 20 years. A CT scan of her mummy shows that she died of bone cancer which historians theorise, was due to her regularly applying a

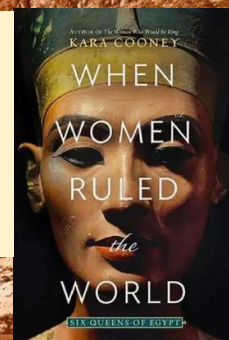
carcinogenic ointment to her skin.

Hatshepsut was the second Pharaoh after her father to be buried in the Valley of the Kings, which would later hold over 60 tombs of Ancient Egyptian monarchs. Twenty years after her death there was a wide spread attempt to destroy Hatshepsut's memory and artefacts, which was perhaps by her step-son decree. However many historians agree that this was not due to him resenting her taking the throne, as she made him head of the military in her lifetime, but may have been due to Egyptians not wanting more women to sit on the Egyptian throne in fear of it destroying the balance Of the goddess Maat. However, she was ultimately made more famous and her greatness is still remembered to this day.

[*Hatshepsut's Mortuary Temple, Valley of the Kings.*]

What to find out more?

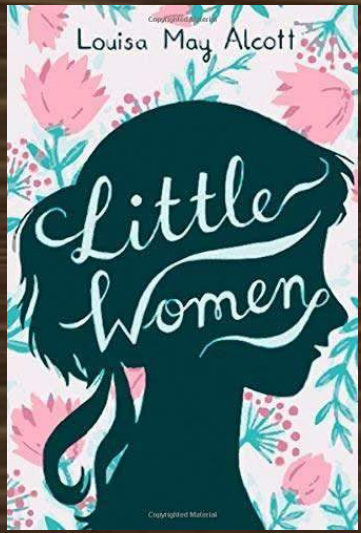
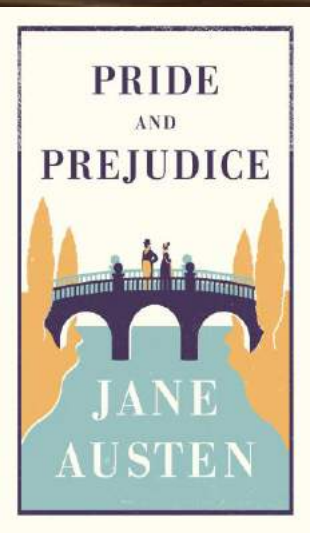
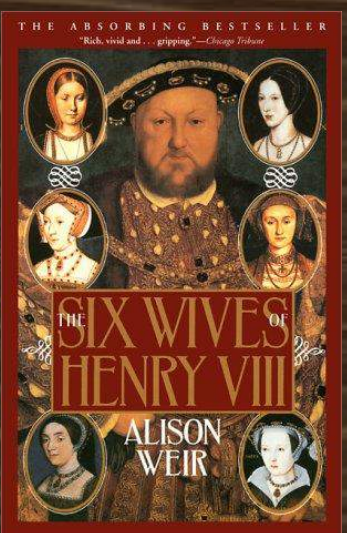
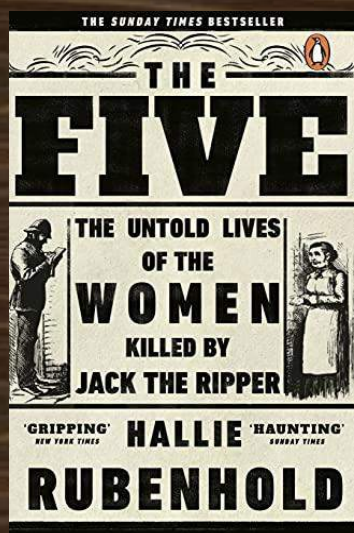
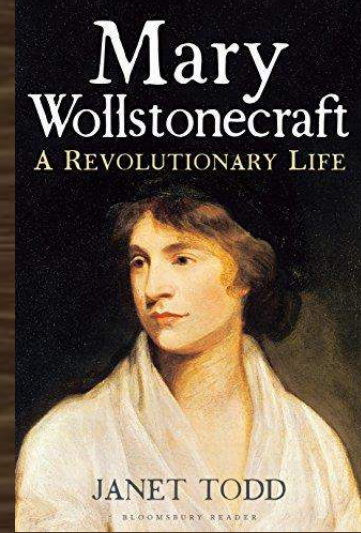
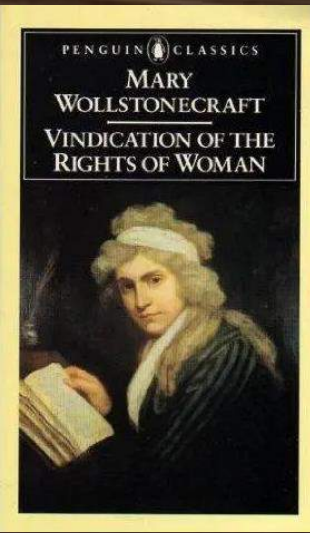
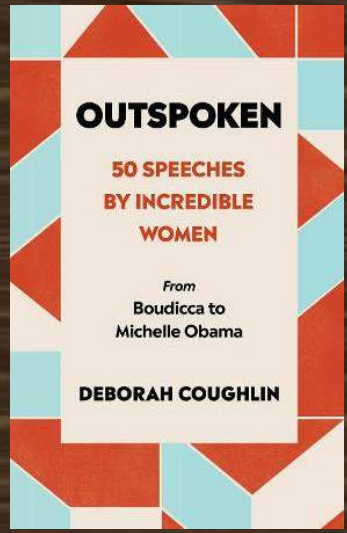
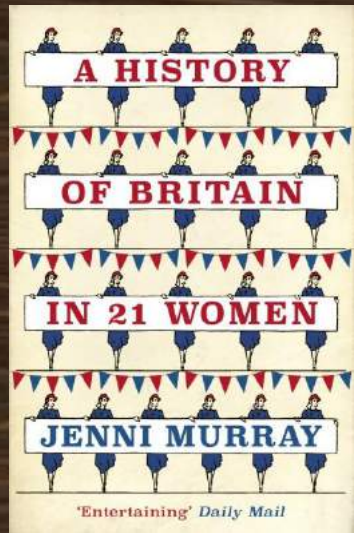
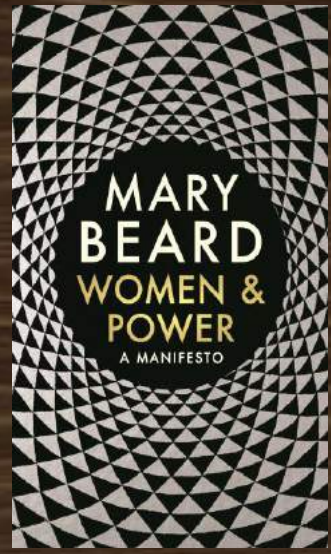
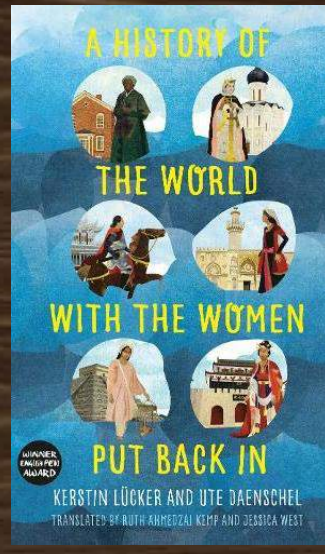
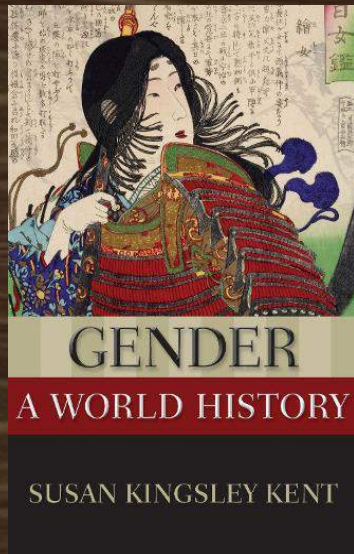
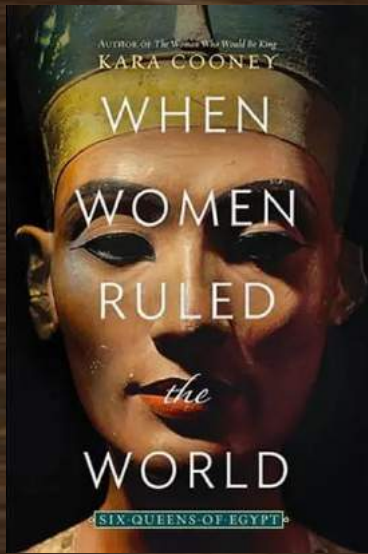
See Kara Cooney's 2020 book: *When Women Ruled the World: Six Queens of Egypt.*



"I have commanded that my [royal title] abide like the mountains; when the sun shines its rays are bright upon the [title] of my majesty; my Horus is high upon the standard ... forever."

[Hatshepsut's inscription]

Some reading recommendations





Other Resources



Documentary
The Queen: 70 Glorious Years
Extraordinary encounters



History
Thatcher: A Very British Revolution
Splits in Mrs Thatcher's cabinet and public anger lead to her eventual downfall.



History
Miss World 1970: Beauty Queens and Bedlam
The story of the 1970 Miss World protest that kickstarted a feminist revolution.



History
Make-up: A Glamorous History
Lisa Eldridge examines how the look of 1920s flappers reflected the freedoms of the era.



Women's History Month - Resources
<https://www.bbc.co.uk/teach/teach/women-s-history-month-international-womens-day/z7rr6v4>



History Hub
[Royal Holloway University] on YouTube



Women's Rights, Suffrage and Equality

<https://www.youtube.com/channel/UC1k4S7pliX3Ke-051ftTP1g>

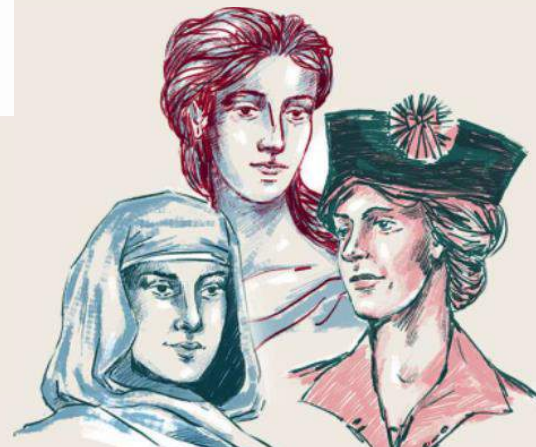


THE BRITISH LIBRARY
Explore the world's knowledge

Women and the Russian Revolution [LINK](#)
Women's Liberation: Sisterhood & After [LINK](#)

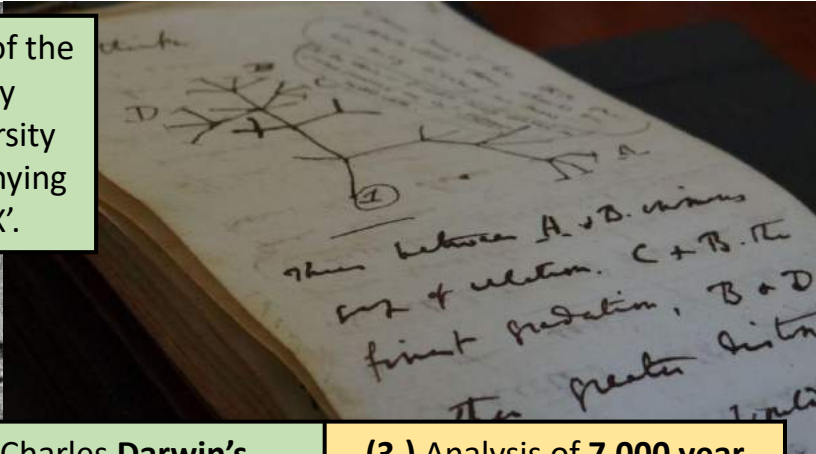
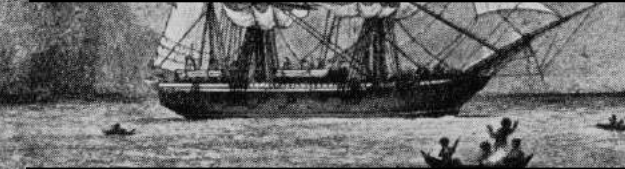


'Women in History':
articles,
profiles &
stories ([LINK](#))



History in the News

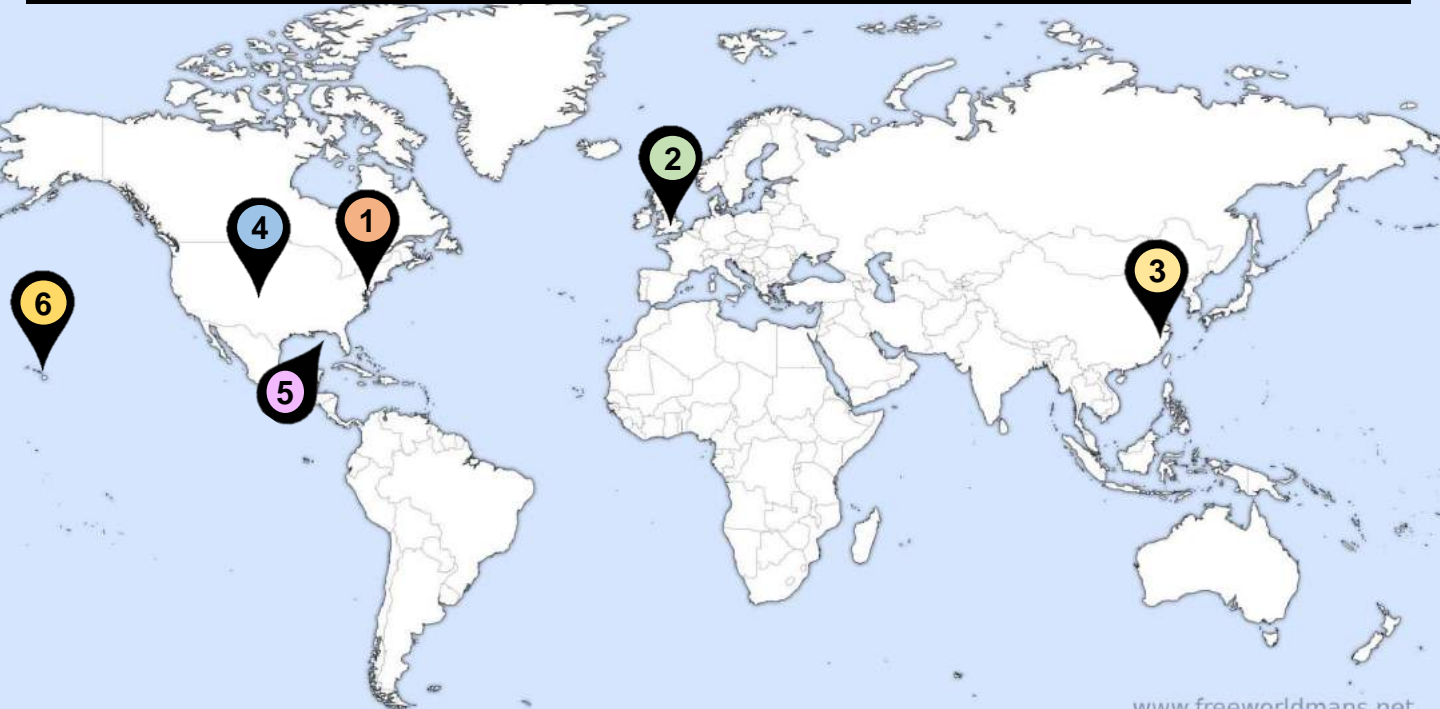
Lost since November 2000, this is one of the Darwin notebooks that mysteriously reappeared outside Cambridge University Library on 9 March 2022. An accompanying note read: 'Librarian Happy Easter X'.



(1.) New excavations at England's first (**Jamestown**) colony in America, suggest **settlers** were forced to kill & eat local dogs to survive. [[Live Science](#) – 08-02-2022]

(2.) Charles Darwin's **notebooks** in which he drew his 'tree of life' (evolution) idea, **returned anonymously** 22 years after disappearing. [[Live Science](#) – 07-04-2022]

(3.) Analysis of **7,000 year old bones** in Tianluoshan, suggests that **geese** may be the **first birds farmed**, 2,000 years before chicken farming [[Smithsonian](#) – 25-03-2022]



(4.) 660+ geographical features in the U.S.A. whose names include 'squaw' (a racist term for Native American women), **to be renamed**: as "words matter" [[Smithsonian](#) – 28-03-2022]

(5.) 207 year old shipwreck of "Industry" found and reveals how 1830s American whaling created **equal opportunities** for African and Native Americans. [[Smithsonian](#) – 07-04-2022]

(6.) The remains of **58 indigenous Hawaiians**, collected and donated in the nineteenth century, **are to be returned** by 1 Austrian and 4 German museums. [[Smithsonian](#) – 16-02-2022]

How do interpretations of Dunkirk differ?

By Adam Masterton (Year 9)

They all seem to emphasise the point that this 1940 escape was against the odds, and it was impressive that it succeeded. This is likely due to the fact that the makers would like the film to seem interesting and exciting and to show some pride in the British. However, the overall tone of each film/series varied drastically.



***Dunkirk* (1958 film, directed by Leslie Norman)**

This film portrays Dunkirk as quite an exciting event, with loud sound effects and large explosions, likely to seem more interesting to watch over being a historically accurate non-fiction movie.

Click to watch the [trailer](#).

***Dunkirk* (2004 BBC TV series, directed by Alex Holmes)**

This feels more like an intense drama, focussing on the soldiers' emotions and makes the viewers resonate with the characters. It seems more upsetting than the last, not seeming as much like an action movie. Watch [trailer](#).



***Dunkirk* (2017 film, directed by Christopher Nolan)**

I find this is like a mix of the previous two, it feels more action based than the second, but with the same emotional intensity and drama.

Click to watch the [trailer](#).



Despite having to temporarily give up on fighting and retreat, I think it is considered a victory because giving up would have, unfortunately, been inevitable. Therefore, achieving something with such low chances, which is being made extremely difficult, is a success.

GCSE: Paper 1 – Medicine Through Time

(1 hour 15 minutes – 48 marks)

SECTION A (Western Front Case Study):

1. Describe two features of... (4 marks)
 - ✓ Two features (unique characteristics) + detailed descriptions.
- 2a. How useful are Sources A and B for an enquiry into... (8 marks)
 - ✓ CONTENT (What does Source specifically show/ tell us?)
 - ✓ OWN KNOWLEDGE (Does this fit with your own knowledge?)
 - ✓ PROVANANCE (When, Where, Why created and by Whom?)
 - ✓ ASSESS (Therefore how useful is each source for the enquiry?)
- 2b. How could you follow-up Source ... to find out about... (4 marks)
 - ✓ A detail in the source... (choose a detail/ quote that links to Qu.)
 - ✓ Question I would ask... (about the detail, but related to Qu. too)
 - ✓ Source I could use... (BE SPECIFIC + RELEVANT), e.g. R.A.M.C. medical records from a C.C.S. just after the attack.
 - ✓ How help answer question... (explain how source answers Qu.)

SECTION B:

3. Explain one way ... was similar/ different... (4 marks)
 - ✓ Suggest way similar/ different; Explain how so for each time period; Explain why this makes way similar/ different.
4. Explain how/ why... (12 marks)

Tip: Explain how... (x3 methods/ ways); Explain why... (x3 reasons).
What, How, Why paragraph (with specific detail) for each.

 - ✓ Describe WHAT method/ reason is.
 - ✓ Explain HOW affected situation (with specific detail).
 - ✓ Explain WHY this links to question.
5. [Statement] How far do you agree? (16 + 4 marks)

Tip: Remember factors in medicine, they can make good paragraphs.
Also, treat bullet-points as how, need to find what that point is.

 - ✓ Introduction: What is your opinion on Qu, intro other factors.
 - ✓ Paragraph 1 (factor in the statement): What, How, Why, Evaluate paragraph with specific detail.
 - ✓ Paragraphs 2-3 (on other factors/ methods/ reasons).
 - ✓ Conclusion: Remind of overall evaluation and explain why your view/ evaluation of statement makes sense.

GCSE: Paper 2 – Saxon & Norman England

(about 50 minutes – 32 marks)

1. Describe two features of... (4 marks)

- ✓ Two features (unique characteristics) + detailed descriptions.

2. Explain how/ why... (12 marks)

Tip: Explain how... (x3 methods/ ways); Explain why... (x3 reasons).

What, How, Why paragraph (with specific detail) for each.

- ✓ Describe WHAT method/ reason is.
- ✓ Explain HOW affected situation (with specific detail).
- ✓ Explain WHY this links to question.

3. [Statement] How far do you agree? (16 marks)

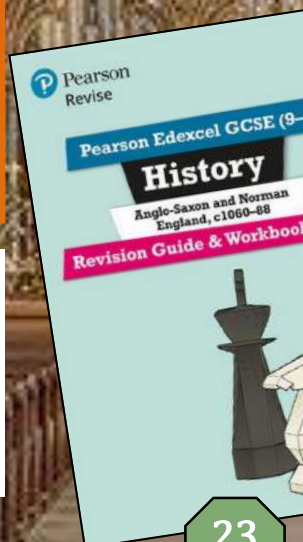
Tip: Treat bullet-points as the how, so find what that point would be.

- ✓ Introduction: What is your opinion on Qu, intro other factors.
- ✓ Paragraph 1 (factor in the statement): What, How, Why, Evaluate paragraph with specific detail.
- ✓ Paragraphs 2-3 (on other factors/ methods/ reasons).
- ✓ Conclusion: Remind of overall evaluation and explain why your view/ evaluation of statement makes sense.

GCSE: Revision Resources



GCSE & Class Notebooks
On the VLE: lessons; past papers; scanned textbook; videos; links; revision.



SECTION A:

1. Give two things you can infer from Source A about... (4 marks)
2. Explain how/ why... (12 marks)

Tip: Explain how... (x3 methods/ ways); Explain why... (x3 reasons).
What, How, Why paragraph (with specific detail) for each.

- ✓ Describe WHAT method/ reason is.
- ✓ Explain HOW affected situation (with specific detail).
- ✓ Explain WHY this links to question.

SECTION B:

- 3a. How useful are Sources B and C for an enquiry into... (8 marks)

- ✓ CONTENT (What does Source specifically show/ tell us?)
- ✓ OWN KNOWLEDGE (Does this fit with your own knowledge?)
- ✓ PROVANANCE (When, Where, Why created and by Whom?)
- ✓ ASSESS (Therefore how useful is each source for the enquiry?)

- 3b. Study Interpretations 1 and 2. They give different views about...

What is the main difference between these views? (4 marks)

Tip: Describe each Interpretation's view + choose quote to support.

- 3c. Suggest one reason why Interpretations 1 and 2 give different views about... (4 marks)

Tip: Suggest one reason why differ; explain how this affects each Interpretation; explain why reason has led to different views.
(Might use different sources, check/ use Sources B & C if helpful).

- ✓ Evidence, Area of Focus, Time period covered, Focus, Sources, H.

- 3d. How far do you agree with Interpretation 1 about... (16 + 4 marks)

Tip: To gain top marks, you MUST use both Interpretations & quote.
Remember you can agree or disagree but must be well explained.

- ✓ Introduction: Introduce your view on question (How far agree?)
- ✓ Paragraph 1 (on Interpretation in the Question): **QC QC Judge** = give Quote, analyse using Context (x2) ⇒ Judge Interpretation.
- ✓ Paragraph 2 (on other Interpretation): **QC QC Judge** paragraph.
- ✓ Paragraph 2 (on other Interpretation): **QC QC Judge** paragraph.
- ✓ Conclusion: Remind of overall judgement and explain why your view/ judgement on Question makes sense.

Germany & Normans
Tues. 12 APRIL
Adair, Bister, Brace



HISTORY YR 1 |
EASTER REVISION
SESSIONS



Medicine + Exam Skills
Tues. 19 APRIL
Bister, Stevens, Voisey

**See Mr Bister's e-mail for more details
and to sign-up (Forms link)**

£1



CULTURE DAY!

SHARE YOUR CULTURE WITH THE RIDGEWAY COMMUNITY BY WEARING TRADITIONAL CLOTHING AND BRINGING IN TRADITIONAL FOODS
(DONATIONS TO RED CROSS FOR UKRAINE)

MARCH 25
THE RIDGEWAY SCHOOL

Free Online - March 2022



HISTORY

Everything Else Tomorrow

NOW

Learn more about the conflict? See the special Ukraine Conflict Supplement on the website.

Ukraine Conflict Supplement

- ❖ Causes of Conflict
- ❖ Leadership
- ❖ Counting the Cost
- ❖ DEC: Ukraine Appeal
- ❖ Being Internet Citizens
- ❖ Resources & Reading



School raised £1077.38 for Ukraine Crisis Appeal.



The History Team on Cultural Appreciation Day, 25 March 2022.

Ancient History & Latin Club

Term 5: Ancient World

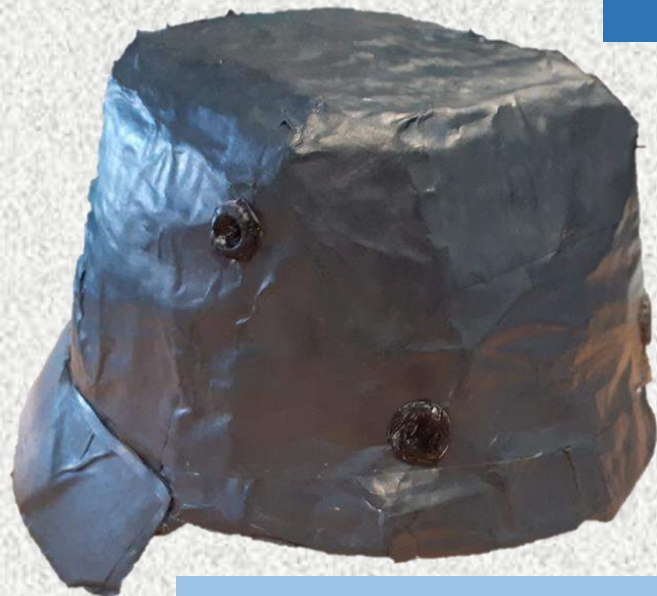
Wednesdays
Afterschool
15:20-16:30
G06
with Messrs
Adair, Harrin &
Brace



Creativity & Fun...

< A WWII Messerschmitt BF 109

Carvalho's Latest Creations
By Azriel Carvalho (Year 9)



A WWI Stahlhelm (Steel Helmet)





There's still time to enter...

Mr Voisey's MEME Competition

If you have seen the marvellous Meme Wall in Mr Voisey's classroom, you will know his love of a good History meme!

Now it's your turn! Mr Voisey is setting a COMPETITION:

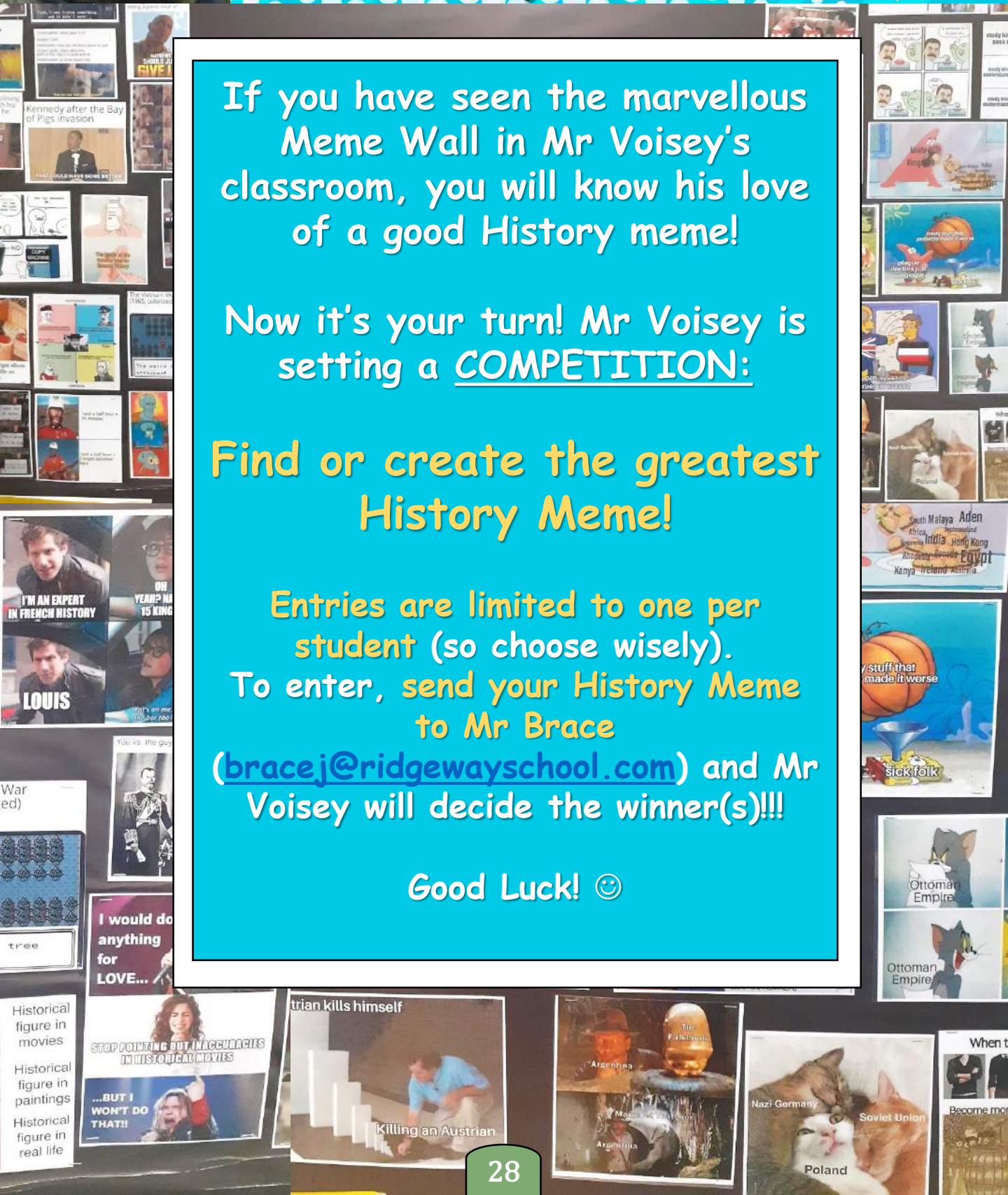
Find or create the greatest History Meme!

Entries are limited to one per student (so choose wisely).

To enter, send your History Meme to Mr Brace

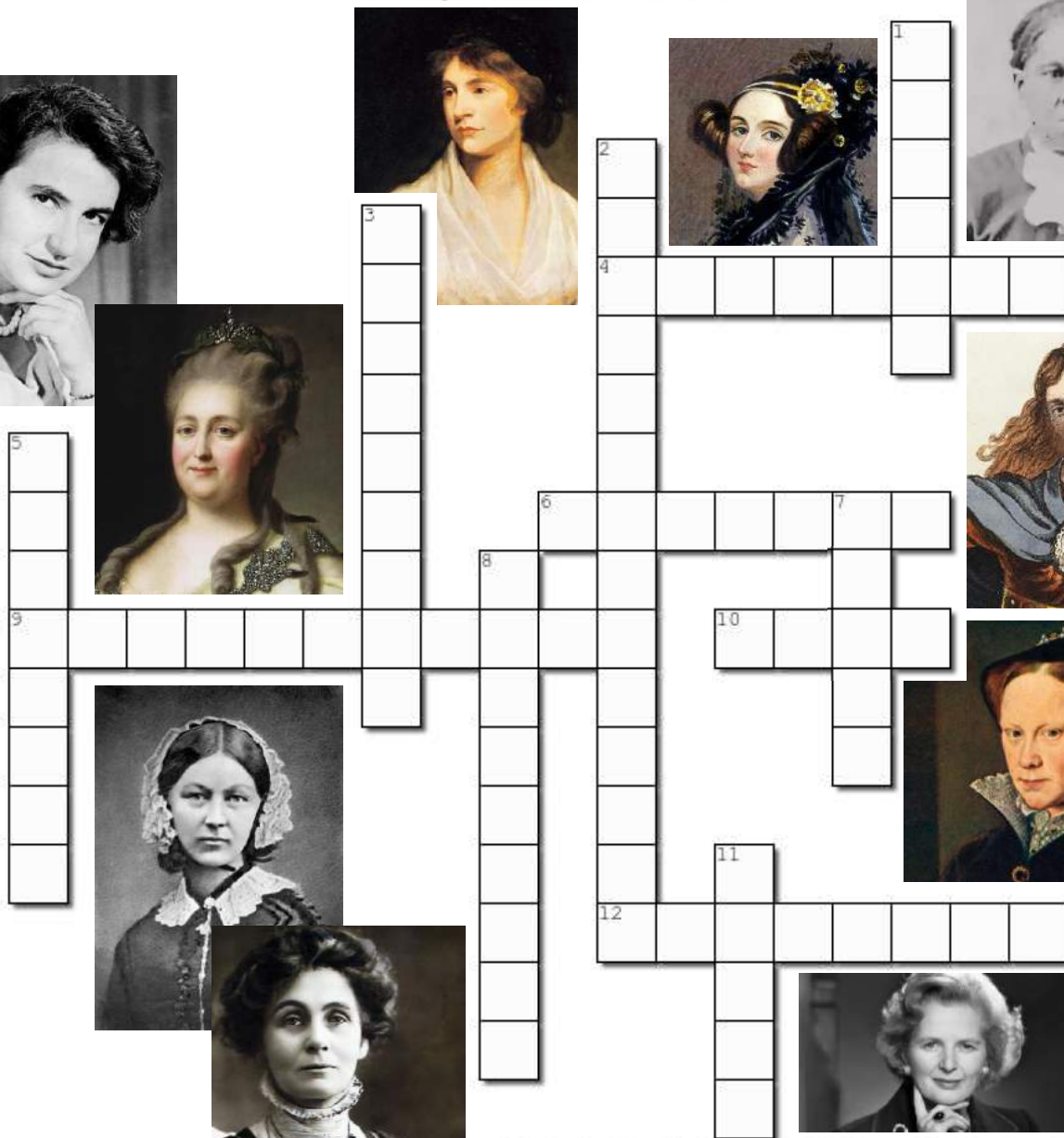
(bracej@ridgewayschool.com) and Mr Voisey will decide the winner(s)!!!

Good Luck! 😊



History Now: Crossword Puzzle

How many of these women from History do you know? Can you complete our Women's History Month Crossword?



Created using the Crossword Maker on TheTeachersCorner.net

Across

4. Mother of computing, owing to her notes on Babbage's analytical engine.
6. Led her people in rebellion against the Romans in 60 C.E.
9. Changed hospital care and professionalised nursing.
10. First Queen to rule England in her own right (not because married to a King)
12. Britain's first female Prime Minister.

Down

1. Former slave, who helped others escape slavery via the Underground Railroad.
2. Philosopher and writer of 'A Vindication of the Rights of Woman' (1792)
3. Ruled and Westernised Russia 1762-1796, and made it a great European power.
5. Helped discover DNA's structure, and first to photograph it.
7. Radiation & X-ray pioneer, won Nobel Prizes for Chemistry & Physics.
8. Founder and leader of the Women's Social & Political Union (Suffragettes)
11. Civil Rights Activist famous for inspiring the Montgomery Bus Boycott.

*Would you like to write an article?
share a creation or experience?
Or just want to get involved?*

*Talk to, or e-mail your History Teacher
and you might find it featured in the
next edition. 😊*

<https://www.ridgewayschool.com/learning-and-education/learning-resource-centre/ridgeway-history-hub>

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