

Exploring William Booth

KS2



This lesson can be a stand-alone or further developed by the lesson 'William Booth and The Salvation Army'

Lesson Objectives

- To identify key events in William Booth's life
- To reflect on the turning points in William Booth's life

Curriculum Links

England - may differ to local SACRE

- To learn about the impact of religious faith on the person being researched
- To understand that we make our own choices based upon our beliefs and values

Scotland

- Through investigating and reflecting upon the lives of key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.

Wales

- To explore and make links between religious beliefs, teachings and practices

Northern Ireland

- To explore some of the ways in which people express their Christian beliefs and values through action in their church, local community and the world and why they do this.

Resources

PowerPoint presentation

Large sheets of paper, pens

Three hats - flat cap, top hat, Salvation Army cap or

Resource sheet A: Hat images -fix on to headbands made from strips of cardboard

Resource sheet B: Turning Point cards

Resource sheet C: Arrows

Blu-Tack

Additional Resources:

Resource sheet D: Timeline cards with pictures, with text and answer sheet

Starter

Slide 1 Reveal an image of William Booth, Discuss first impressions with the class. How would you describe this person? *Does he look: old, frail, scary, annoying, trustworthy, passionate, funny, nosy, angry, caring...?* Explain that his name was William Booth and he was born a long time ago and lived during the Victorian era.



Schools and
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First Part - William Booth's Life

Slide 2 Share the learning objectives with the class.

Slide 3 Explain that you are going to give a summary of William Booth's life. Ask for a volunteer to be 'Young William on his journey through life' with a flat cap on their head - or use **Resource Sheet A**. Young William stands to one side of the screen as you say:

William's early life started in Nottingham, in 1829. When he was born, his father decided to send him to a good school, so he could become a gentleman. William was always getting up to mischief and having fun. His nickname was 'Wilful Will'! Unfortunately when William was 13 his father lost all his money and then a year later died. The family became very poor. William had to leave school and find work. William got a job as an apprentice in a pawnbroker's shop. At the pawnbroker's, people sold their possessions to get money to help with their rent or to buy food. They then had to buy back their possessions at a much higher price. If they couldn't afford to buy them back, they lost them. William saw poor people become even poorer. He didn't like it.

Ask Young William to walk across the front of the classroom to signify his journey on life as you give a short summary of the key events:

William started off in a family with money and going to a good school. By the end of his childhood there was no money, he had to leave school early, his father had died, and William was doing a job he didn't like.

At the end of the walk - the end of the story of William's early life - ask Young William how he feels about how his life has changed. **Click to reveal question.** Discuss with the class what they think this life experience might have made William feel. *Would he be angry? Would he become more mischievous? What might he do next?* Record their ideas on a large sheet of paper. Identify what the class feels was a turning point in Young William's life.

Point out that William's early life, however, did have another turning point. Ask Young William to repeat the walk across the front of the class but this time with an elbow crooked out. When Young William is halfway across, link arms with him and turn his direction of travel. Explain the reason for this new turning point in William's life:

Slide 4 *When William was a teenager, he heard a visiting preacher in church, speaking of God's love. William had always gone to church but had never really paid much attention before. This time William heard the message in his heart and decided to live his life for Jesus. He started to help the people around him - including finding a home and furniture for a homeless woman. He apologised to people for the tricks he had played on them when he was younger. William also wanted other people to hear about Jesus too. He encouraged lots of people to go to church and hear the good news. Unfortunately these people were poor and smelly, and the rest of the church members did not approve. So William started to tell people about Jesus by standing in the street. He became known as 'The Boy Preacher'.*

Discuss with the class why this might also be called a turning point. How did William's life change? How might William be described at this point? How does this differ from their previous expectations of his life's journey? Ask Young William what he thinks of this change in William's life. Record the class's responses on the same sheet, using a different colour.



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Slide 5 Use the same format to give a quick summary of William Booth's life as a young adult. Use a new volunteer, wearing a top hat, and another large sheet of paper.

When William grew to be a young man, he finished his training as a pawnbroker but there was no job for him at the shop. Unfortunately there were no jobs for him at all in Nottingham. William wanted to become a church minister but he hadn't finished his education and he had no money to go to college. He left for London but the only job he could find was... as a pawnbroker. He worked long hours every day at a job he hated. In the few hours he had spare, and on Sundays, he went to churches and volunteered as a guest preacher.

Discuss with the class how William might be feeling at this point and record their ideas.

Slide 6 Repeat the 'turning point' walk with the Young Adult William, turning every time William's life changes direction.

In London in 1851, William met a Mr Rabbits, who was so impressed by his preaching that he sponsored William for three months to be a preacher full-time. William could finally give up pawnbroking. After one of his sermons, Mr Rabbits introduced William to Catherine Mumford - a very intelligent young woman who had studied the Bible many times. She challenged some of William's ideas and shared her own ideas on faith. William really enjoyed their discussions. They fell in love and they were soon engaged. Catherine persuaded William to go to a training college and learn to be a minister. When they married, William's job was to travel between the same group of churches and preach. Catherine also became a preacher and started to write down her ideas on faith.

Identify and discuss with the class the turning points in Young Adult William's life. How did Catherine affect William's path in life? How does this differ from how his life might have been without her?

Slide 7 Repeat the format to give a quick summary of William Booth's life with The Salvation Army. Use a new volunteer, wearing a Salvation Army cap, and another large sheet of paper.

William wanted to return to campaigning, to travel and preach. However, the church said no. So William, supported by Catherine, decided to leave that church and become independent - to preach to people and help them wherever they could. Life would be hard and they would be poor with a family to look after, but it was what they wanted to do. For four years William and Catherine travelled with their family, preaching wherever they could - in theatres, music halls and once in a circus tent!

Discuss with the class how William might be feeling at this point. Quickly record their ideas.

Start the 'turning point walk' with William.

Slide 8 *Eventually their journey took them back to London. One evening in 1865, in the poor East End of London, William came across a group of people listening to a preacher in the street outside a pub. When the speaker finished, they asked for a volunteer to speak from the crowd. William stood up and spoke. He spoke about God's love, and how it was important to show God's love by helping others. Everyone was so impressed that William was asked to join the group at a meeting in a large tent and speak to a huge crowd of people. This was the start of The Salvation Army - though in the beginning it was called The Christian Mission. Click to reveal more images. Later, in 1890, William published a book called 'In Darkest England and the Way Out' which*



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explained his ideas about how to help people. It was extremely popular and sold very well. This gave William the money to do some really large projects to help the poor. He helped in lots of ways: feeding people who were hungry, having places for the homeless to live, and helping people find employment. People were inspired to follow William and Catherine's ideas - to spread the word about God's love and to support people who were in need. The Salvation Army spread all over Britain, and then spread all across the world. William died in 1912 but his work carried on. Today, more than 150 years later, The Salvation Army is in more than 125 countries and is still fighting to support people in need.

Identify and discuss with the class William's turning point with The Salvation Army.

Slide 9 Review the learning objectives with the class. Each pupil shows either a thumbs up, down, or in the middle to review how much they have progressed. In talk partners, discuss their reasons, and then ask some pairs to explain the rating they gave.

Second Part - Exploring William's Turning Points

Slide 10 Review with the class the three main turning points in William's life. **Click to reveal the path and question marks.** What direction could his life have taken at each point? Refer back to the comments on large sheets of paper. What key event happened to change the direction? Click to reveal event.

Slide 11 In talk partners, discuss the turning points, using the cards from Resource Sheet B to support. Blank cards are also included in case pupils wish to identify different or more than three turning points. **Click to reveal the following questions:** William's turning points: Coincidence? Luck? Or a choice? What would happen if any of the turning points were missing? Which is the most important turning point? Why?

Ask for talk partners to share their ideas, contributing to a larger class discussion.

Slide 12 Individually, pupils identify which turning points they feel are the most important and explain why. Give each pupil an arrow from **Resource Sheet C** to record their ideas on. Pupils use Blu-Tack to stick their finished arrow on to a large sheet of paper.

Pose the question - do you think William recognised these events as turning points in his life? Why, or why not?

Slide 13 Explain that many turning points in life may appear to be small or large events. Pose the questions: What turning points might we face in life? How do you recognise a turning point in life?

As a class, brainstorm ways to complete the phrase - A turning point is... **Click to reveal the phrase opener.** You may prefer to use an alternative phrase - Turning points:

Slide 14 Review the learning objectives with the class. Each pupil shows either a thumbs up, down, or in the middle to review how much they have progressed. In talk partners, discuss their reasons, and then ask some pairs to explain the rating they gave.



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Plenary

Slide 15 Play True or False with the class.

Suggestion - for each question have two pupils standing back to back.

True - touch your nose with both hands (because you 'knows it'!)

False - fold your arms

1. William Booth was born in London (False)
2. William got a job as a pawnbroker (True)
3. William was known as 'the boy preacher' (True)
4. William wanted to tell people about pawnbroking (False)
5. William was helped by a Mr Bunny (False)
6. William married a woman called Carol (False)
7. William became a church minister (True)
8. William left the church so he could preach to the rich (False)
9. William joined The Christian Mission in London (True)
10. The Christian Mission became known as The Salvation Army (True)
11. William wrote a book called 'In Darkest Africa' (False)
12. The Salvation Army spread all across the world. (True)

Additional Ideas

- **Resource Sheet D:** timeline. Pupils order key events in William Booth's life. Circle the turning points in his life and explain why they were important. Differentiate by the number of cards given to each pupil, or by using text only cards. For example: use the first three cards, or the top row for lower groups, the first six to eight cards for middle groups, and all ten cards for upper groups.
- Make a motivational phrase/poster for the class. Pupils create and decorate a turning point phrase from slide 12 - or create their own.
- Develop the timeline by making a personal or a fictional timeline based on slide 10.

