

William Booth and The Salvation Army

KS2



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

Lesson Objectives

- To learn what The Salvation Army did to support people during Victorian times
- To investigate why William Booth helped others

Curriculum Links

Religious Education - Faith in Action
History - The Victorians

England - may differ to local SACRE

- To learn about the impact of religious faith of the person being researched
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Scotland

- Through investigating and reflecting upon the lives and teachings of key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.
- To broaden my understanding of the world by learning about human activities and achievements in the past and present.

Wales

- To explore and make links between religious beliefs, teachings and practices
- To understand why people did things, what caused specific events and the consequences of those events.

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.
- The life of a famous person in the past.

Resources

PowerPoint presentation

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: Slap Quiz questions

Optional Resources

Resource Sheet C: Past and Present

Resource Sheet D: William Booth Quotes

Resource Sheet E: William Booth Speeches



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Starter

Slide 1 *Play Pass the Hat.* Put the three hats on three pupils. If the class have already been introduced to William Booth ('Exploring William Booth' lesson) each pupil has to state one thing they know about William Booth before passing the hat on to another pupil. Repeat until all pupils have had an opportunity to contribute. Facts can be repeated if necessary.

Slide 2 Alternative/additional starter activity: *Play Pass the Hat*, asking pupils to share one thing that they know about living in the Victorian times. Use images from slide 2 to support less able pupils.

Main Lesson

Slide 3 Share the learning objectives.

Slide 4 Explain that William Booth was born in Nottingham in 1829. As a teenager William became a Christian and wished to devote his life to God. He started to preach on the streets about God, and to help people in need. Refer to '*God shall have all there is of William Booth*'. Discuss with talk partners what William might have meant by this, then feed back to the class. *What is William giving God? What do you think God wanted from William? How will this promise affect how William will live his life?*

God shall have all there is of William Booth: William devoted his life and all his energy to the service of others, to help improve people's lives.

Slide 5 Explain that William Booth became a Christian minister. He preached to poor people, but soon realised that people would be happier to listen about God if they were warm and had food to eat and would then understand more readily. In 1865 he started The Salvation Army as a church - though it was called The Christian Mission till 1878. The Salvation Army actively tries to show God's love by helping others. Refer to '*Soup, Soap and Salvation*'. Discuss with talk partners what William might have meant by this, then feed back to the class. *Who needs 'soup, soap and salvation'? What does 'salvation' mean? Why are the words in this order? What does this mean William will do?*

Soup, Soap and Salvation: William believed in helping people practically first - showing God's love instead of just talking about it. 'Salvation' means the saving of a person by believing in Jesus.

You may wish to wear the Salvation Army cap and explain, in role as William Booth, what The Salvation Army did in the Victorian times. Use slides 6-16 to support.

Slide 6 Feeding the hungry

Many families in cities worked at home making things like matchboxes. Families were too busy working to spend time making food. Soup kitchens were run to give people a hot meal. There were also food shops to help 'feed the millions'. These food shops sold very cheap, nutritious hot food - a kind of Victorian take-away. In nine years more than 27 million cheap meals were provided.

Slide 7 Farthing Breakfasts (cheap meals)

Farthing Breakfasts were started because lots of children were going hungry. A farthing was the smallest coin in use - worth a quarter of an old penny. A Farthing Breakfast was tea, porridge,



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bread, and jam - just don't forget to bring your own cup! By 1892 more than 20,000 breakfasts were being served each week.

Slide 8 Visiting People

Many people lived in slums - dirty, overcrowded housing. Many Salvation Army members visited people in the slums regularly. In a slum it could be difficult to get a doctor or a midwife to attend, so some Salvationists volunteered to be trained as maternity nurses. In 1891 there were 170 volunteers. These nurses helped women give birth, but also checked on the family's living conditions. If there was not enough food, food was given to the family. If the home was dirty, the nurse would clean it. The nurses were sometimes known as 'slum sisters'.

Slide 9 Recycling and Re-using (charity shops)

People donated unwanted items for recycling - or salvage. In 1891 the Government donated 30,000 old army helmets! Donated clothes and shoes were sold in thrift shops. Many people who were poor did not want charity or hand-outs, but were happy to buy a bundle of clothes for a penny. Rags, paper and old bits of metal were sorted and recycled to paper mills and factories.

Slide 10 Homeless Shelters

The first homeless shelter was run by William's eldest son - Bramwell. It was an old tram shed and used wooden coffins for beds, but it was warm and safe. Soon there were proper shelters for men and for women - with proper beds and blankets. By 1899 shelter had been given to more than 11 million homeless people.

Slide 11 Safe Houses

Rescue Homes were set up to give women and girls a safe place to stay. These safe houses protected the women from people who would harm them. It also gave them a chance to find alternative employment. By 1892 more than 5,000 women and girls had been helped. Many went on to have such a good job that they donated a penny a week from their wages to help support new rescue homes helping more women.

Slide 12 Missing People

People could lose contact with family members for many reasons: a breakdown in the relationship, or they have moved away. It could be difficult to find missing people. A department was set up to help find missing loved ones. In 1891 alone 600 people were located.

Slide 13 Prison Work

Helping people who had been in prison was important. There were visits to prisoners in prison and there was a 'Prison Gate Brigade'. The Prison Gate Brigade included people who were ex-prisoners. They met newly released prisoners at the prison gate and welcomed them back into society. They gave them the opportunity to stay at 'the Bridge'; this was a safe home which helped train ex-prisoners to find a decent job.

Slide 14 Employment

Finding a job was an important part of improving people's lives. To help this, a labour exchange was set up - the first in history, pre-dating the Government's provision by some years. This was a safe and warm place where people could look for work, and where employers could find suitable



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workers. Training was given to help men and women find a trade - for example: carpentry, carpet weaving, basket making, tailoring, shoemaking, painting and book-binding. By 1899 more than 90,000 unemployed people had found jobs.

Slide 15 Hadleigh Farm

A farm in Essex was bought to help train people. There were crops, lots of animals, a dairy farm, and a mill. It was very popular place; visitors went for day trips there and Queen Victoria bought some chickens from Hadleigh Farm. The farm was hard work, but this training meant people could work on other farms or emigrate to another country - Canada, Australia or New Zealand. By 1912, the farm had helped nearly 7,000 men find employment.

Slide 16 Match factories (fair trade)

Fairness for all was important. Match factory workers were paid very little, worked in terrible conditions, and were affected by the dangerous chemicals used. 'Phossy jaw' was a cancer of the jaw caused by these chemicals which disfigured people and eventually killed them. The Salvation Army set up its own match factory, with better wages, better working conditions and using safe chemicals. Campaigns made people aware of the problem, and eventually the 'safety matches' were so popular that other manufacturers changed their ways.

Slide 17 Refer to 'I'll fight' speech. Discuss with talk partners what William might have meant by this, then feed back to the class. *Who or what is William fighting against? How does William fight against this? What does 'I'll fight to the very end' mean?*

'I'll fight - I'll fight to the very end': William believed that The Salvation Army should always be trying to stop social injustice and poverty.

NB. In the poster - who is William Booth pointing to? William is depicted doing The Salvation Army salute. The salute means giving God the glory/credit and indicating loyalty to God.

Slides 18 and 19 In talk partners, challenge one pupil to recall as many different aspects of Victorian Salvation Army work as possible in 30 seconds - with their eyes closed. Click to reveal images to prompt their memory. Repeat challenge with talk partner.

Activities

Slides 20-24 Optional Follow-up tasks

Select an activity depending on ability and time.

Slide 20 The Salvation Army is currently at work in more than 125 countries. How is The Salvation Army helping people today? Use **Resource Sheet C** to support research into how things are different or have stayed the same since Victorian times. Match the images - past and present - to the correct label. What has stayed the same? What is different?

Please note that today: There are no Farthing Breakfasts but the idea still continues - there are lunch clubs and breakfast clubs that provide cheap meals. The match factory closed in 1900 having achieved its aims, but the idea still continues with supporting communities to develop fairer working conditions.

Optional sheet: There are also present-day images of children's clubs, older people's services,



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refugee support, community projects, supporting the emergency services and supporting the military. This is to illustrate that The Salvation Army changes to support the needs of people today. Pupils may wish to use the spare blank labels to create their own labels.

Slide 21 Assemble class into small groups. Give each group a William Booth quote from **Resource Sheet D**. Challenge each group to create a drama that illustrates what the quote means - depending on the time frame. Each group presents their drama to the class. Can they guess which quote the drama is based on?

Slide 22 In small groups create a poster that explains one of William's quotes. Present the poster to the rest of the class.

Slide 23 William's speech. Use **Resource Sheet E**. Draw/write to explain what William was meaning. Or write your own 'I'll fight' speech. What do we need to fight against today?

Slide 24 What would it have been like to have lived during the Victorian times? In pairs or small groups create a mini-drama based on what someone's life might have been like before and after The Salvation Army has helped them.

Plenary

Slide 25 Discuss William Booth as a class. What do these quotes and actions tell you about William Booth? What motivated him? Which quote is the most important quote? The Salvation Army is now more than 150 years old. Why do you think The Salvation Army has lasted for so long?

Slides 26-28 Play Slap Quiz with the pupils. Use **Resource Sheet B**. Two pupils stand by the whiteboard. Read out a question and the winner is the first to slap their hand on the correct answer/answers. Choose a different pair to answer the next question.

Slide 26 William's life (difficulty: easy to medium)

Slide 27 William's quotes (difficulty: easy)

Slide 28 William's work (difficulty: medium to hard, but questions 12-15 are open-ended)

Slide 29 Some information on The Salvation Army today.

