

Who was Catherine Booth?

Catherine Booth Lesson 1



Lesson Objectives

- To learn about Catherine Booth's life
- To describe Catherine's character based on her actions
- To reflect on the reasons behind Catherine's actions

Curriculum Links

England

A local history study

- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Scotland

People, past events and societies

- To broaden my understanding of the world by learning about human activities and achievements in the past and present

Wales

Historical Knowledge and Understanding

- To understand why people did things, what caused specific events and the consequences of those events.

Northern Ireland

Change Over Time

- The life of a famous person in the past.

Resources

Catherine Booth lesson 1 presentation
Individual whiteboards and pens - optional
Young Catherine's Challenges activity sheet. Resource sheet CB 1A
2 large sheets of paper
Catherine's diary activity sheet. Resource sheet CB 1B
Dice
Sticky notes

Starter

What do we know about a person by looking at a photograph? Slowly reveal an image of Catherine Booth. Challenge pupils to look for clues - they may wish to record their ideas on a whiteboard or just call out. *What can we know about this person?* Establish that this person is a woman, who liked to read, was married, wore a special brooch/pin and lived in the Victorian times. She was called Catherine Booth.



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What do we know about the Victorians? Play a game with the class. Two pupils stand at the front. Reveal a slide which has images on it - who is the first pupil to tap the image that is from Victorian times? Repeat several times with different pupils. Be aware that there may be more than one answer! Review the images and establish how we know they are Victorian: material, design, purpose...

Main Activity

Share learning outcomes. To achieve this we will be focusing on three things:

- What she was like as a child.
- What kind of adult she became.
- Catherine and The Salvation Army.

Catherine as a child

Explain that Catherine was from London and was born Catherine Mumford. She learned to read when she was three years old. By the time she was twelve, Catherine had read the Bible eight times.

As a child Catherine faced certain challenges. In pairs, pupils to discuss Young Catherine's challenges, and record on the sheet what they would do. **Use resource sheet CB 1A.** Review as a class and discuss Young Catherine's actions. *What did you think was surprising? Was this what you would have done?* Ask for suggestions to describe young Catherine's character, based on her actions. Record descriptions on a large sheet of paper.

Catherine had studied the Bible a lot, and this had taught her that people should be treated fairly.

Review Progress

Pupils to evaluate their progress. Go through the lesson objectives and pupils to share their progress using their thumbs. Thumbs up if they understand, thumbs in the middle for making some progress, and thumbs down for not sure at all.

Catherine as an adult

These qualities helped make Catherine the woman she became. When she grew up she married William Booth who was a preacher. She led a very busy life. They had eight children and she looked after them and their house. She preached in churches - very unusual for a Victorian woman. She visited people who lived in the slums and would help out - cleaning, cooking... She studied the Bible and wrote booklets on faith. She organised meals and cheap food for the poor.

In pairs pupils fill out Catherine's diary. Select an activity by rolling a die. Model some examples of adding detail to their diary page. **Use resource sheet CB 1B.**



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Review some of the diaries. What does this activity tell us about Catherine? How would you describe Catherine based on her actions? Add ideas to the large sheet of paper.

Catherine and The Salvation Army

Catherine was a Christian and believed in helping others as part of her faith. She and William Booth started The Salvation Army. (Catherine can be seen wearing the Salvation Army crest.) Use presentation to show more of the things Catherine and The Salvation Army did.

Helped people living in slums: Visited people, talked to them, offered practical help.

Farthing breakfasts: Provided cheap breakfasts for children and families.

Shelter for homeless people: Food and warmth provided for men, women and children.

Better conditions for match makers: The Salvation Army set up its own factory with better pay and better conditions. Even more important, it used safe pink chemicals instead of the cancerous white chemical which caused phossy jaw.

Helped people find employment: Provided training.

Told others of their faith: Meetings and parades were often held.

The dangers of alcohol: Warned people that money needed for food and clothes was often spent on alcohol.

Men and women to be treated equally: Women Salvationists were encouraged to preach and to take action independently.

Designed the bonnet: In the early days, people who disagreed often threw things at Salvation Army members during the parades. The bonnets protected the women's faces.

Designed the flag: Early Salvationists wanted a flag to fly. The colours symbolise the Christian faith, representing the holy Trinity.

Pose the questions - *Why do you think Catherine was called 'the Army Mother'?* Did Catherine make a difference? Discuss as a class.

Quickly review all we have learned about Catherine. Ask the pupils - *What do you think are the reasons behind Catherine's actions?* Give pupils time to reflect before writing their ideas down on a sticky note and sticking to a large sheet of paper or the whiteboard. Share their ideas aloud.

Plenary

Display learning outcomes, and pupils review progress using their thumbs.

Write down **three** things they have learnt from this lesson. You may wish to use individual whiteboards. Write down **two** things they will remember. Write down **one** question they would like to know (possible homework extension).



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