

# Catherine Booth for Today?

## Catherine Booth Lesson 2



### Lesson Objectives

- To investigate if Catherine Booth was a typical Victorian woman
- To consider how relevant Catherine's story is today
- To reflect on how Catherine may inspire others

### 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 2 presentation

Victorian Salvation Army bonnet template Resource Sheet CB 2A - A3 size

Fact Cards Resource Sheet CB 2B

Drawing Challenge Resource Sheet CB 2C

Personal Challenge bookmark Resource Sheet CB 2D

Silly nose or silly sounding instrument

3 A3 sheets of paper. Headings (one on each):

- *How did Catherine challenge people's ideas of Victorian women?*
- *Catherine's new rules!*
- *Is Catherine relevant today?*

Sticky notes

Drawing pencils



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(Ask pupils about the play or previous lesson - what did you enjoy the most? What surprised you?)

### Starter

Ask for a volunteer to be Catherine. Put a mini bonnet on their head. Use resource sheet 2A, A3 size. What can they say about Catherine Booth's life in... 30 seconds. Allow the class to prompt if needed.

Introduce some rules Victorian society imposed on women. Read out true/false statements and pupils decide if they are Victorian values or not, by putting their thumbs up or down.

- Women wore long dresses or skirts. **True:** *Women were not allowed to even show an ankle.*
- Women could vote. **False.**
- Women did not work. **False:** *Most women from the lower class had to work, often in a factory or as a domestic servant.*
- Women could go swimming. **True:** *Women's swimsuits completely covered their bodies.*
- Women could not own property. **True:** *Until 1887, married women were not allowed to own property.*
- Women earned the same as men. **False:** *The wages women earned were given to the husband until 1870.*
- Women had lots of children. **True:** *Some families had up to ten children but not all survived childhood.*
- Women were educated. **True and False:** *Poor families could rarely afford to send girls to school. Wealthier families could provide an education, mainly in languages, art, and music - not maths or science.*

What was it like to be a woman in Victorian times?

### Main Activity

Share the learning objectives with the class.

Do something unexpected - quickly put on a silly nose or play an unusual sound. *Did you expect that behaviour from a teacher? It was unexpected.*

Catherine did many things that were unexpected. Introduce facts about Catherine - use presentation. Suggested unexpected facts are in bold. (You may wish to say - *Victorians would have found this shocking or surprising*, where appropriate.)

- Catherine had eight children.
- **Catherine studied the Bible.** Catherine was very knowledgeable about the Bible and could debate with other Bible scholars.



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- **Catherine preached to thousands of people.** Catherine was a very popular ‘woman preacher’. She was eloquent and passionate.
- Catherine was often ill and was quite frail.
- **Catherine believed men and women were equal.** In The Salvation Army, men and women were treated the same.
- **Catherine wrote booklets about faith.** People often sought Catherine’s advice about faith and how to live a better life.
- Catherine designed the flag and bonnet for The Salvation Army.
- **Catherine campaigned against human trafficking.** She helped raise awareness of brothels and campaigned to raise the age of consent, as young girls were being sold into prostitution.
- Catherine cooked, cleaned, ironed, and mended clothes. Catherine **fit**ted her writing in while doing her housework!

Pupils in pairs to sort fact cards about Catherine Booth ranging from ‘expected’ to ‘unexpected’. Use Resource Sheet 2B.

Discuss their results with the class. *Remembering Catherine was a Victorian, I wonder, what was the most surprising/unexpected/shocking thing Catherine did? I wonder what was the most important thing Catherine did. I wonder what had the most impact on other people.*

Was Catherine a typical Victorian woman? With talk partners, pupils discuss if or how Catherine Booth challenged people’s ideas of Victorian women. Pupils to write down their ideas on a sticky note and stick on the poster.

### Review Progress

Pupils to evaluate their progress. Pupils to share their understanding of each learning objective by: touching their head if they have made good progress, their shoulders if they have made some progress, and their knees if they have made little progress. Ask a few pupils to explain why they made those choices.

Catherine helped many people, and her story has inspired many women and men. Catherine broke the Victorian rule about women - that they should have no voice and only be there to support the house and family. What new rules/guidelines did she make? In pairs on individual whiteboards, challenge pupils to write three new rules. TIP - *be positive, think can, not can’t.*

Ask one group for their best rules. Record on a large sheet of paper, and ask how many other groups had a rule that was similar, keeping a tally of the results. Repeat with the next group, until all the rules have been recorded. Discuss the new rules. *Which are the most important? Do these rules only apply to the Victorian era?*



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But is studying Catherine Booth relevant for today? Can she still inspire people today?

Pose the question - *Are there times people/women are still restricted today?* Brainstorm possible situations as a class.

Pupils to quickly sketch out a drawing of a scenario where someone in today's society is feeling restricted. Use **Resource Sheet CB 2C**. In pairs, pupils to explain their drawings to each other. Challenge pupils to imagine what Catherine would say to support this person. Refer to their new Catherine's rules.

So is learning about Catherine Booth relevant for today? Give pupils thinking time before writing down their thoughts on a sticky note and sticking on a large sheet of paper.

Quickly share their comments with the class by reading out the poster.

### Personal Challenge

The Salvation Army has always had men and women officers (ministers). They have been following in Catherine and William's footsteps since 1865.

Refer to relevant statements from the class posters. What has Catherine's story inspired you to do; perhaps to learn something, to do something, to act a certain way?

Give pupils a 'Personal Challenge' bookmark to fill out independently and to keep. **Resource sheet CB 2D**

### Plenary

Display the learning objectives. Read out each statement, and for each one ask pupils to show their understanding by: touching their head if they have made good progress, their shoulders if they have made some progress, and their knees if they have made little progress. Ask a few pupils to explain why they made those choices.

Use the cards from Resource Sheet 2B and play a game of charades with the class.

