

THE CHURCH
SCHOOLS OF
CAMBRIDGE

Footprints *of* FAITH

Walk One:
HUMAN RIGHTS

Key Stage 1 Teacher's Book

Victoria
Goodman

Walks for schools through culture, history and belief in Cambridge

To book the bag of resources contact:
The Christian Heritage Administrator at
The Round Church
Tel: 01223 311602
e-mail: admin@christianheritage.org.uk

To arrange a story-teller to lead your walk
please contact:

Victoria Goodman –
admin@oldschools.org.uk

The stopping places are usually open during
school hours. To check availability for visits
please contact:

Stop 1 – The Round Church

Tel: 01223 311602 – Administrator
e-mail: admin@christianheritage.org.uk

Stop 2 – St John's College

Ask to visit the forecourt to see the Clarkson
statue and the chapel to see the Wilberforce
statue

Tel: 01223 337726 – Colin Shepherd,
Head Custodian
Tel: 01223 338606 – Front Porters' Lodge

Stop 3 – Great St Mary's

Ask for the pulpit to be placed in the centre; to
return for activity 4 after visiting the Senate
House; about eating lunch/snacks in
garden/church if raining; and using the loos

Tel: 01223 741716 – Stewart Hall,
Head Verger

e-mail: office@gsm.cam.ac.uk

Stop 4 – The Senate House Yard

Stop 5 – King's College

Ask to visit the chapel to tell the story and do the
activity

Tel: 01223 331212 – Janet Copeland,
Chapel Administrator

e-mail: janet.copeland@kings.cam.ac.uk

Stop 6 – St Bene't's

No need to check, but avoid Tuesday between
10.30 am and 11.15am as there is a service then.

Toilet Facilities:

- Round Church – ask at the welcome desk
- Great St Mary's – ask the verger or at the welcome desk
- Lion Yard (near St Bene't's Church – see map).
It is also possible to ask to use college toilets if necessary:
- St John's College – ask the porter
- King's College – ask the custodian

Picnic point:

- Great St Mary's – on the grass outside the South Door – ask the verger for permission to eat inside if it is raining.
- The Round Church – by arrangement

Snack points:

- Great St Mary's – on the grass outside the South Door – ask the verger for permission to eat inside if it is raining.
- St Bene't's – in the churchyard or inside (in the empty space on the left as you come in).
- The Round Church – by arrangement

Don't forget to return the resources to
the Round Church at the end of your
walk! Please make sure that the resources
are in the correct bags.

With many thanks to Christian Heritage,
Cambridgeshire Culture, and the staff and
children of St Albans Catholic Primary School.

Walk One: Human Rights

AIMS:

- To show that Christians in Cambridge have made a huge contribution to human rights issues in local, national and international arenas.
- To show their perseverance in the face of adversity, and the length of time needed for their campaigns to succeed.
- To show the relevance of these past human rights campaigns to the world we live in today.

There are six stopping places on the full walk. You will probably not be able to do them all in one day, and are encouraged to choose those which will suit your class best. Each stop is designed to look at the contribution made by an individual, or small group of people, to a particular human rights issue. The children will see something related to that person, hear their story, and take part in an activity designed to deepen their understanding of the story/issue and/or relate it to our world today, with an emphasis on the importance of speaking out against injustice.

HOW TO USE:

You will have chosen which stops you intend to visit during your walk.

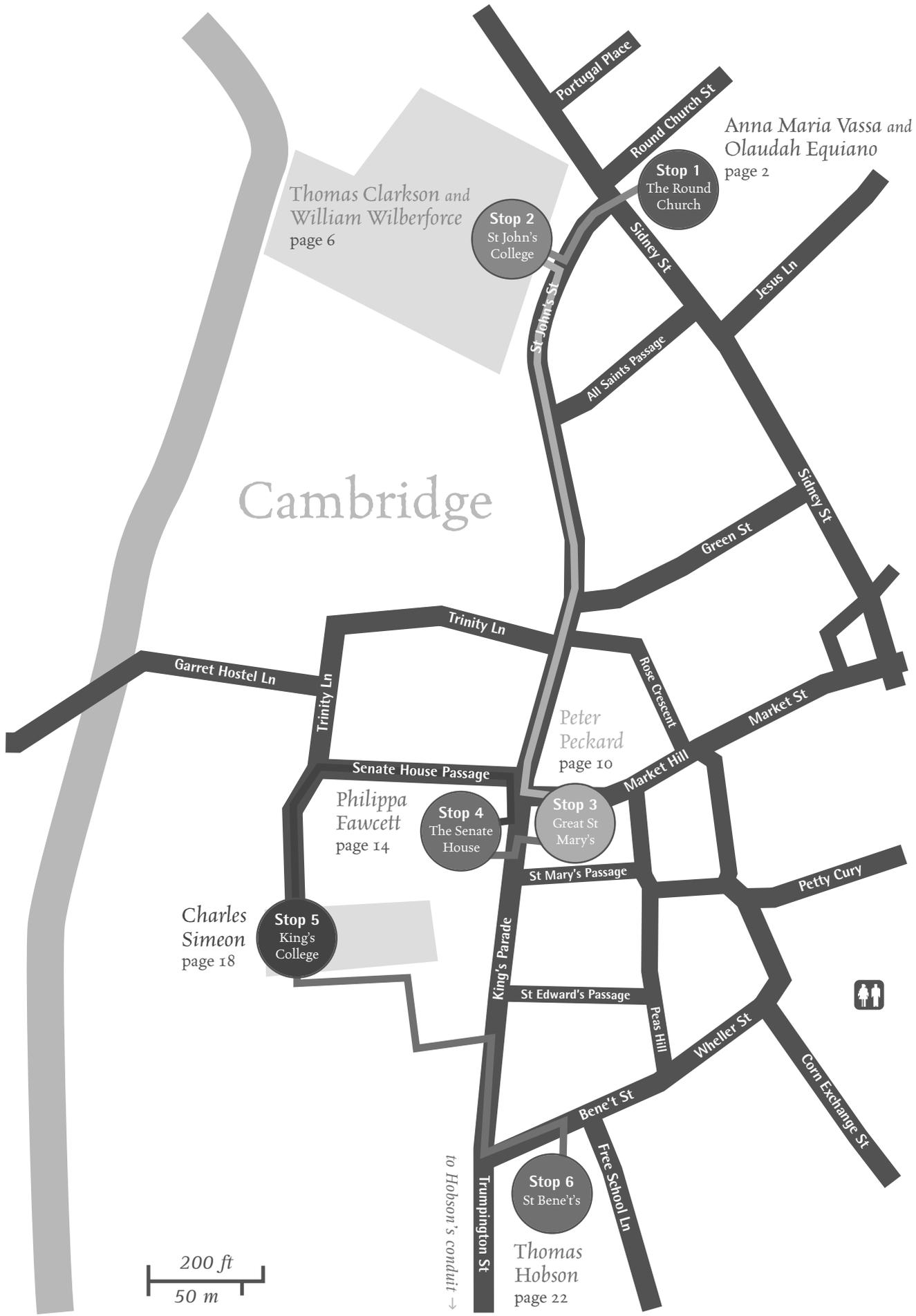
At the Round Church you should have picked up a set of resources to use on the walk:

- this **booklet**, which includes an itinerary with maps, photographs and directions, plus a story and activity for each stop.
- a **bag** for each stop, containing: resource cards, artefacts and activity resources.

You will also need the set of activity sheets that you have printed off for each child, as well as pencils, colours and clip boards.

These must be returned to the Round Church at the end of the walk. The resources will not necessarily be checked before the next school uses them. Please help the next school by returning everything in the correct bags in the order you found them.

There is a list of useful phone numbers at the back of this pack.



Anna Maria Vassa and Olaudah Equiano page 2

Thomas Clarkson and William Wilberforce page 6

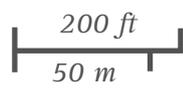
Cambridge

Peter Peckard page 10

Philippa Fawcett page 14

Charles Simeon page 18

Thomas Hobson page 22



to Hobson's conduit →



Story One:

(5 minutes)

Anna Maria Vassa (1793–1797) and her father Olaudah Equiano – also known as Gustavus Vassa (1745–1797)

- Gather in the 'round' of the Round Church
- Show the picture of Anna Maria's memorial – Resource Card A

I wonder if any of you know what this could be? What do you think the thing in the picture is made of?

It is a grave stone on the wall at St Andrew's Church Chesterton

- Read the memorial (but not the poem) and look at the date

"Near this place lies interred Anna Maria Vassa, daughter of Gustavus Vassa, the African. She died July 21 1797 aged 4 years."

That is over 200 years ago!

And this is a very grand gravestone for a little girl who died when she was only four. But she wasn't an ordinary little girl – not many children in England two hundred years ago had a father who was from Africa. He even had two names. His African name was Olaudah Equiano, but sometimes he was called Gustavus Vassa, because that was his name when he was a slave. This is what he looked like when he was grown up:

- Show the picture of Olaudah – Resource Card B

But one day, when he was only 11 years old, Olaudah was at home with his sister. His parents were out working in the fields. A gang of kidnappers climbed over the garden wall and grabbed the two children. They tied them up and carried them off. Every day they travelled further and further from home. Every night Olaudah and his sister lay huddled together trying to sleep. One morning, his sister was dragged out of his arms, and that is the last time Olaudah saw anyone from his family ever again.

I wonder how Olaudah felt?

Olaudah was sold as a slave to lots of different masters, and he was sent on a terrible voyage across the Atlantic Ocean on a slave ship.

- Show the map of Middle Passage – Resource Card C

In those days, lots of people in England thought it was all right to buy slaves in Africa and take them off in ships to America and the Caribbean. The slaves were forced to work growing things for people in England, like sugar and cotton. Lots of English people got very rich, and they didn't care how badly the slaves were treated. Some of Olaudah's masters were very cruel, but then he was sold to a ship's captain who was kinder to him. He even taught him English and gave him money when he worked hard. Olaudah saved up, and when he was 20 he managed to buy his freedom. He wasn't a slave any more! He came to England because it wasn't safe to go back to Africa, and he wrote a book about his time as a slave.

- Show copy of book – Artefact 1

This book was really important because it helped people in England to understand how bad slavery was, and why it should be stopped. Olaudah travelled round Britain telling people about his book. He met a lady called Susannah, from Soham, just outside Ely. They got married and had two daughters called Anna Maria and Joanna. At last he had a family again! Then some sad things happened. Susannah died, and the girls came to Chesterton to stay with their grandmother. Olaudah carried on with his important work, but when he was in London he became ill and died. Anna Maria was only four. Then Anna Maria caught measles, which was a much more serious

essential information

Directions:

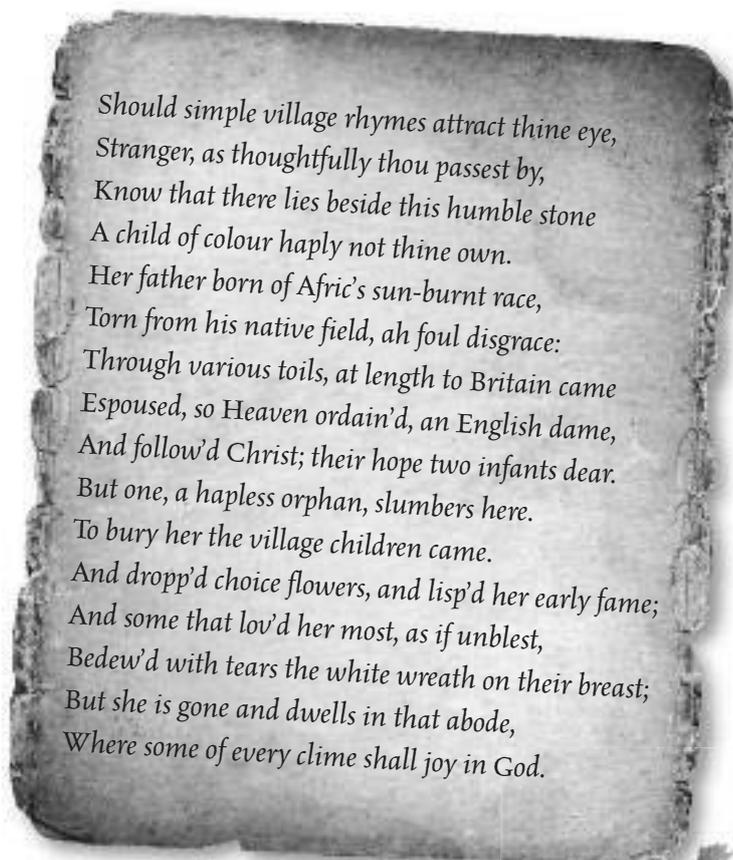
The walk starts at
The Round Church,
Bridge Street,
Cambridge



Summary:

- Show the picture of Anna Maria Vassa's memorial – *Resource Card A*
- Tell the story of Anna Maria and Gustavus Vassa on pages 2 to 3; *Resource Cards B and C; Artefacts 1 and 2* (5 minutes)
- Activity on page 4 – re-enacting the voyage on the slave ship – *Resource Card D and Artefact 3* (10 minutes)
- Response – decorating the flower template with words and images – *activity sheet one* (10 minutes)

▼ The Poem on Anna Maria's memorial is believed to have been written by Martha Peckard.



Should simple village rhymes attract thine eye,
Stranger, as thoughtfully thou passest by,
Know that there lies beside this humble stone
A child of colour haply not thine own.
Her father born of Afric's sun-burnt race,
Torn from his native field, ah foul disgrace:
Through various toils, at length to Britain came
Espoused, so Heaven ordain'd, an English dame,
And follow'd Christ; their hope two infants dear.
But one, a hapless orphan, slumbers here.
To bury her the village children came.
And dropp'd choice flowers, and lisp'd her early fame;
And some that lov'd her most, as if unblest,
Bedew'd with tears the white wreath on their breast;
But she is gone and dwells in that abode,
Where some of every clime shall joy in God.

illness in those days, and she died. But even after she died Anna Maria helped to continue her father's work! There is a poem on her grave stone about the children of Chesterton bringing white flowers to put on her grave. Every year, the children of St Andrew's Church still put white flowers beside her grave on the Sunday nearest the 21st July, the date she died.

- **Show the bunch of white flowers and ask for a volunteer to lay them beside the photo of the memorial – Artefact 2**

The children of Chesterton still remember Olaudah and his struggle against slavery. They also remember that people around the world are slaves even today. Anna Maria only lived for four years, but her story is still helping to spread an important message.



Activity One:

(10 minutes)

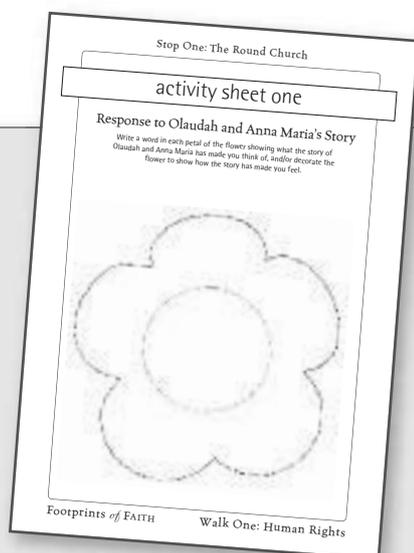
Slave ship role-play

- Remind the children that Olaudah Equiano was taken on a slave ship across the Atlantic Ocean.
- Show the engraved plan of slave ship 'The Brookes' (Resource Card D), which was widely distributed in the late 1780's, and helped draw public attention to the terrible conditions on board the slave ships.
- Point out how tightly the slaves are crammed in.
- Explain that the slaves would have been chained up throughout the voyage. Show the children a heavy chain and let them feel the weight (Artefact 3).
- Invite the children to sit/lie on floor squashed together, as they would have been on a slave ship.
- Ask them to close their eyes and imagine what it was like, whilst you read excerpts from Equiano's description of the horrific conditions crossing the Middle Passage (they could pass the chain around as they listen):

"The sight of the sea and the slave ship ... filled me with astonishment which was soon converted into terror when I was carried on board. ... When I looked around I saw a multitude of black people of every description all chained together; every one of their faces expressing horror and dejection. I no longer doubted my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. ... I was soon put down under the decks, and the stench that greeted my nostrils was worse than I had ever experienced in my life. ... I feared I should be put to death, for the white people looked and acted in such a savage manner. I saw one man flogged so unmercifully with a large rope that he died, and they tossed him over the side as they would have done an animal. ... The whole ship's cargo was confined together, and the stench became absolutely pestilential. The closeness of the place, the heat of the climate, added to the number of slaves in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations so that the air soon became unfit for breathing, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. ...

The wretched situation was aggravated by the rubbing of the chains, which now became unbearable, and the toilet tubs, into which children fell and were almost suffocated. The shrieks of the women, the groans of the dying, made the whole a scene of horror almost unimaginable."

- Ask the children to describe how the experience made them feel, and what it would have been like for the slaves.

*activity sheet one***Response to Olaudah and Anna Maria's Story**
(10 minutes)

Ask the children to find the first activity sheet in their pack – with the flower template.

Invite them to write a word in each petal of the flower showing what the story of Olaudah and Anna Maria has made them think of, and/or decorate the flower to show how the story has made them feel.

Story Two:

(15 minutes)

Thomas Clarkson (1760–1846) and William Wilberforce (1759–1833)

- **Stand around the statue of Clarkson outside the chapel**

This is a story about two men who were students at St John's College a few years before Anna Maria Vassa was born. This is the kind of necktie that they wore in those days.

- **Hold up necktie – Artefact 4**

I wonder if anyone would like to try this on?

These 2 men didn't know each other when they were students, because one arrived just as the other was leaving. I don't think they would have been friends then, because they were very different, but they became great friends later.

Here is a statue of one of them – Thomas Clarkson.

- **Point out the statue of Clarkson**

I wonder if anyone can spot what he is holding?

Yes, it is some chains – these were really important for what he did in his life.

We are going to go into his college, and then we will hear more about him.

- **Go into the chapel to finish off the story; sit near the statue of William Wilberforce.**
- **Show the picture of Clarkson – Resource Card E**

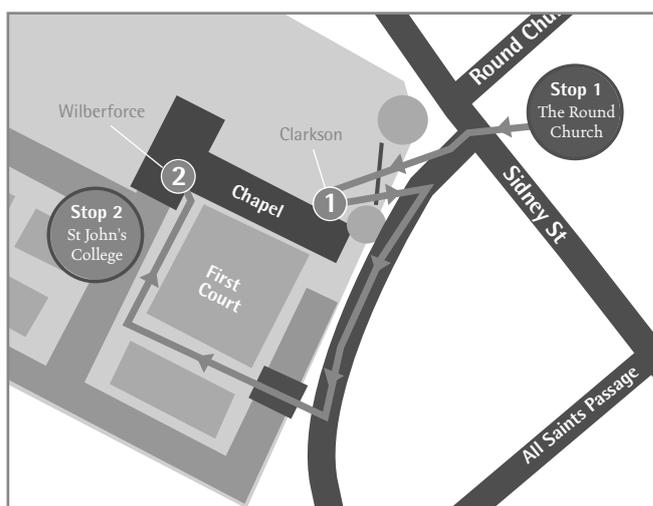
Thomas Clarkson worked hard when he was a student here, and he wanted to become a priest. He spent a lot of time praying to God in this chapel. But just before he left university, he decided to enter a writing competition, and this changed everything. He had to write about whether it was right for people to be made slaves. Thomas didn't know anything about slavery, but he

essential information

Directions:

Leave the Round Church; bear left and cross the road at the crossing; turn right and walk along the pavement past the sweet shop; bear left round the corner; cross the road to St John's College. Go through the big gates into the forecourt to find the statue of Thomas Clarkson ① on the corner of the outside façade of the chapel, nearest the gates.

(5 minutes)



Summary:

- Stand by the statue of Thomas Clarkson ① – *holding a chain*
- Tell the first part of the story of Thomas Clarkson on pages 6 to 7 – *Artefact 4, Artefact 5* (2 minutes)
- Go into the College through the main gate; inform the porters of your arranged visit; go across the court to the chapel
- Go into the chapel ② and sit at the side of the ante-chapel, near the statue of William Wilberforce. (5 minutes)
- Tell the second part of the story of Thomas Clarkson – *Resource Card E, Artefact 5* (3 minutes)
- Turn to look at the statue of William Wilberforce
- Tell the story of William Wilberforce on page 8 – *Resource Card F, Artefact 5* (5 minutes)
- Activity on page 9 (in ante-chapel) – designing a logo for an anti-slavery campaign – *Resource Card G, activity sheet two* (15 minutes)

went to talk to some of the people who had been sailors on the slave ships. What they told him was so shocking that he couldn't forget about it. He won the writing competition, then he spent the rest of his life showing people how terrible slavery was. He got on his horse and in seven years he rode 35,000 miles and spoke to 20,000 sailors. He wrote down facts and numbers as evidence in his notebooks. Lots of people weren't happy about what he was doing because they knew that if slavery stopped they would lose money, and some even tried to kill him. But Thomas didn't give up. He collected objects as well as information – like leg-shackles, manacles and chains.

• Hold up the chain – Artefact 5

He travelled round the country talking to people and showing them the chains. He even wrote booklets about how cruel slavery was. People all over the country started to say that slavery was wrong. They were so angry that they stopped buying sugar that had been grown by slaves.

This might have been the first time people

continued on the next page

thought about fair trade!

*I wonder if any of you buy fair trade goods?
What sorts of things can we buy?*

- **Turn to look at the statue of Wilberforce**

Even though lots of people didn't like slavery, it was the government who made the laws. This is where William Wilberforce came in.

- **Point out the statue of Wilberforce; you could also show the picture of Wilberforce – Resource Card F**

I wonder what sort of person he looks like?

He was a student here at St John's, but he wasn't as hard-working as Thomas Clarkson. William's family were very rich, and he wouldn't ever need to get a job, so he had lots of fun. Then he decided to become a Member of Parliament and help run the country, because his friend, William Pitt, became Prime Minister. But gradually he got to know God and started to feel so close to Him that it changed his life. William wondered what God wanted him to do. Should he stop being a Member of Parliament and do something more useful? Then he got to know Thomas Clarkson. Thomas persuaded William to carry on as an MP, speak out in the Houses of Parliament against slavery, and help make laws to stop slavery. William even took some of Thomas' chains and manacles to London to show the other MP's.

- **Show the chain again – Artefact 5**

After 20 years of campaigning, the slave trade was stopped, or abolished. This meant that people couldn't be bought and sold as slaves any more. But it didn't help the people who were already slaves. William kept on speaking out against slavery for another 20 years, until he was too old and ill. But one day, a messenger hurried to William's house. He brought the news that Parliament had finally abolished slavery. William died three days later, knowing he had succeeded.

Activity Two:

(15 minutes)

Design an Anti-slavery logo

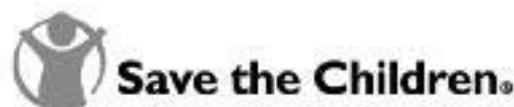
When people like Thomas Clarkson and William Wilberforce were campaigning against slavery they realised that people needed to see things as well as just hear about them. They showed the chains and torture instruments, and used drawings of them in their pamphlets and posters.

There are still slaves in the world today. People are captured and made to do jobs they don't want to do, and not allowed any freedom. Even in our country, some people

are forced to work in the fields picking fruit and vegetables for us to eat. They live in bad conditions and earn very little money.

Your task is to draw a symbol or a logo for an anti-slavery movement to use to get people to take notice of how badly the slaves are being treated, and help stop slavery. You have got a sheet of paper with an oval shape on it for you to draw your logo in.

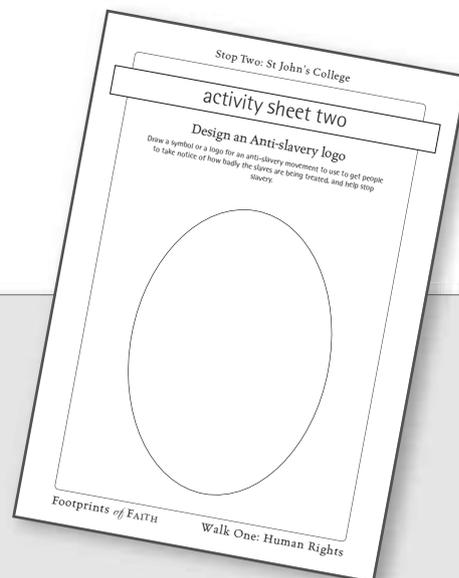
Here are some examples of logos:



Amnesty International

activity sheet two

Draw a symbol or a logo for an anti-slavery movement to use to get people to take notice of how badly the slaves are being treated, and help stop slavery. See Resource Card G for examples.



Story Three:

(5 minutes)

Peter Peckard (1718–1797)

- **Stand or sit around the pulpit in Great St Mary's**

This is the story of a man called Peter Peckard – this is what he looked like.

- **Show the picture of Peckard – Resource Card H**

He was born nearly 300 years ago. He was a priest and a preacher, and would have worn something like this (**Artefact 6 – clerical stole**). Would anyone like to try it on?

He was a very important man, because he was master of Magdalene College and Vice-chancellor of Cambridge University. One of his jobs as Vice-chancellor was to preach sermons here in this church. Imagine that there was a huge three-decker pulpit right in the middle here. He would stand, towering over everyone, with university students, lecturers and important visitors below him in the congregation. He could talk to them about anything he liked!

I wonder what important things he might have wanted to tell them about?

I wonder what you would talk about if you could go up there?

Well, Peter Peckard heard a story that shocked him so much, he just had to tell people about it. It was the story about what happened on a slave ship called The Zong when it was crossing the Atlantic Ocean. There was a lot of disease, and many slaves were dying. The captain of the ship knew that dead slaves were worth nothing. So, he took 133 sick slaves, still in chains, and threw them into the sea.

I wonder what would happen to the slaves?

Yes, they would drown.

The Captain said he had to do that because the ship was running out of water, but that was a lie. He just wanted to claim some money back from the insurance company.

Do you think he should have been able to get money for killing the slaves?

Olaudah Equiano was one of the first people to hear this terrible story, and he spread the news. When Peter Peckard heard it, he was so upset that slaves could be treated this way that he started preaching about it right here in this church. He said people should not be treated as a piece of property. He was one of the first people to speak out against slavery, and he also started writing leaflets and books about it. But he didn't just talk and write – he actually did things. He helped Olaudah Equiano to travel around England and sell his book. Peter was the person who set the title in the writing competition that Thomas Clarkson entered, and helped to change Clarkson's life. Thomas Clarkson came here to this church to listen to Peter Peckard preaching. Peter helped to inspire lots of people. One of the books he wrote was called "Am I not a man and a brother?" He said that we are all brothers in Christ, so how can we make our fellow human beings our slaves? Another person who spoke out against slavery was Josiah Wedgewood, who owned a pottery business.

I wonder if any of you have any Wedgewood china at home?

Josiah was very rich, and he paid one of his workers to design a logo against slavery, using Peckard's book title.

- **Here is a picture of the logo designed for Josiah Wedgewood. It has a picture of an**

essential information

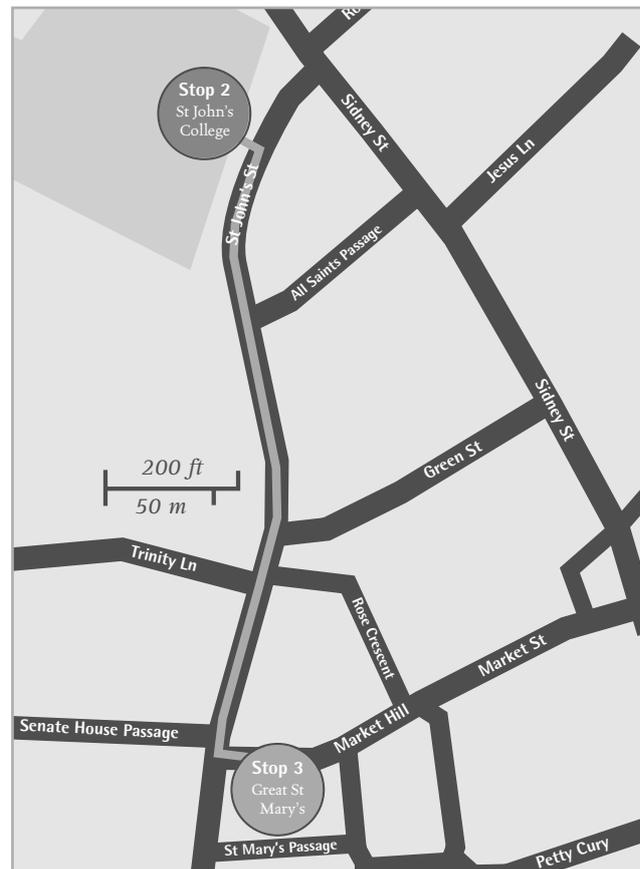
Directions:

Leave St John's College through the main gate; turn right and proceed down Trinity Street to Great St Mary's Church; enter the church through the main west door if it is open, or the side door on south side; go to the visitors desk at the rear of the church, and let them know you have arrived.

(8 minutes)

Summary:

- Go down the nave to the pulpit
- Tell the story of Peter Peckard on pages 10 to 11 – *Resource Cards H and I, Artefacts 6, 7a, 7b, and 8* (5 minutes)
- Activity on page 12 (in nave/pews) – prepare a sermon to preach against slavery – *activity sheet three, set of sermon cards* (20 minutes)



African slave kneeling in chains. The words are round the edge. (Resource Card I)

This logo was stamped on letters and leaflets, but also used on badges, brooches, and even on plates and teapots. Lots of people couldn't vote in elections, especially women, so they didn't have any say in how the country was run. But they could still show they were against slavery and spread the word by using and wearing these things.

- **I am going to pass round two replicas of a Wedgwood brooch for you to look at.**
(Artefacts 7a and 7b)

Peter Peckard had a wife called Martha. Martha supported the campaign against slavery, and she would have worn a brooch like this. She was also the person who paid for Anna Maria Vassa's grave stone and wrote a poem about the children bringing flowers.

Peter preached in the pulpit, and Martha probably talked about slavery to her guests whilst pouring tea from an anti-slavery tea set – anyone for tea?

- **Show Artefact 8 – teapot with an anti-slavery logo**

Activity Three:

(20 minutes)

Anti-slavery Sermon

Slavery isn't just something that happened in the past. It happens in the world today, and children are often the victims. Child slaves are forced to make some of the clothes we can buy in our country, and even the footballs for children to play with in the playground.

I wonder what ideas you would use to argue against slavery?

Get into your groups of five. I am going to give you a set of cards with arguments Peter Peckard used when he preached his sermons against slavery. Discuss in your group and put the cards in order of importance. Choose one of your group to come up into the pulpit to preach and say which argument you thought was most important.

This is what the cards say:

- Buying and selling people as slaves is wrong.
- God has made us all, and loves us all the same.
- It is wrong to drag people away from their families and treat them cruelly.
- We should not tie innocent people up in chains.
- God will reward people who speak out and work to stop slavery.
- God is the Shepherd and we are his sheep. It is stealing from God to make another person into a slave.

Stop Three: Great St Mary

Sermon Card 1



"Buying and selling people as slaves is wrong."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

Footprints of FAITH

Walk One: Human Rights

Stop Three: Great St Mary

Sermon Card 2



"God has made us all, and loves us all the same."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

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Walk One: Human Rights

Stop Three: Great St Mary

Sermon Card 3



"It is wrong to drag people away from their families and treat them cruelly."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

Footprints of FAITH

Walk One: Human Rights

Stop Three: Great St Mary

Sermon Card 4



"We should not tie innocent people up in chains."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

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Walk One: Human Rights

Stop Three: Great St Mary

Sermon Card 5



"God will reward people who speak out and work to stop slavery."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

Footprints of FAITH

Walk One: Human Rights

Stop Three: Great St Mary

Sermon Card 6



"God is the Shepherd and we are his sheep. It is stealing from God to make another person into a slave."



Arguments from Peter Peckard's Sermon in Great St Mary's Church, Cambridge

Footprints of FAITH

Walk One: Human Rights

Stop Three: Great St Mary

activity sheet three

Write an Anti-Slavery Speech

Get into your groups of 5. I am going to give you a card with part of one of Peter Peckard's sermons on it. You are going to have a couple of minutes to work out a few words that you could say to speak out against slavery. Choose one of your group to come up into the pulpit and preach. If you like, you can use this paper to write down what you are going to say.

Footprints of FAITH

Walk One: Human Rights

activity sheet three

Get into your groups. I am going to give you a card with part of one of Peter Peckard's sermons on it. You are going to have a couple of minutes to work out a few words that you could say to speak out against slavery. Choose one of your group to come up into the pulpit and preach. If you like, you can use this paper to write down what you are going to say.

Story Four:

(5 minutes)

Philippa Fawcett (1868–1948)

- **Stand on the pavement beside the railings in front of the Senate House. Choose a place where you can see the notice boards for posting exam results, if they are out on display.**

This is the story of a Philippa Fawcett. She was born over 140 years ago, when Queen Victoria was on the throne. This is what she looked like.

- **Show the picture of Philippa Fawcett – Resource Card J**

Philippa was a girl who really liked maths.

I wonder what you call maths at school?

... Yes, numeracy.

I wonder how many of you like maths or numeracy?

Nowadays, when girls are good at maths they often go to university to study for a degree in maths. That was not an easy thing to do when Philippa was a teenager. When she was 19, Philippa came to Newnham College in Cambridge. Men had been students at Cambridge for nearly 700 years, but there had only been colleges for women for 17 years. Women were allowed to go to lectures and learn, and they had been allowed to sit tests and exams for the last six years, but they weren't allowed to be awarded a degree and graduate. They couldn't get a qualification, no matter how hard they worked.

When she was a student Philippa worked at her maths for six hours a day, and even went to extra science lectures because they were interesting. In her spare time she played hockey. She seemed quite normal, even quiet and shy. But everyone knew she was brilliant at maths.

This is where the university exam results are put up.

- **Point out the notice boards or explain that they would be beside the steps**

Students come here to read the lists and find out how well they have done.

I wonder what it feels like to come and read your results?

When Philippa was in Cambridge a special thing happened to maths students. At the end of their last year they all came to hear the exam results being read out loud inside the Senate House.

- **Point out the Senate House**

Not only were they read out loud in front of everyone, but they were read in order, and the person who got the top result had a special name – the Senior Wrangler. This made them very important. But what about the poor person who came last? They were given a wooden spoon by their friends, as a joke.

Have you ever heard of anyone being given the wooden spoon because they came last?

- **Award someone the wooden spoon – Artefact 9**

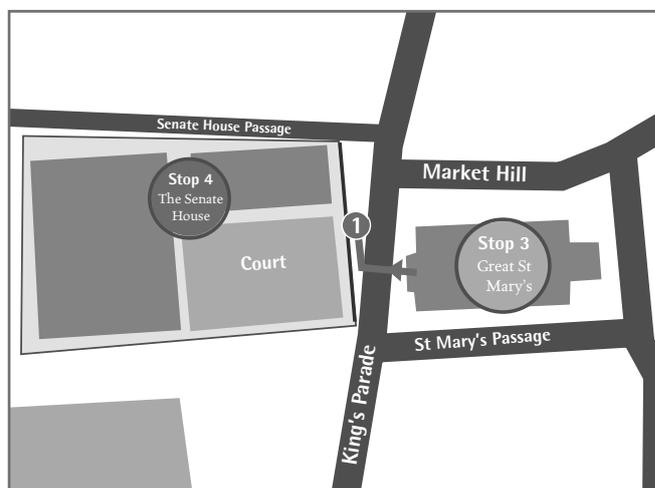
What about Philippa? She was really good at maths, but she had no chance of being Senior Wrangler, because she was a woman and women's results didn't count. BUT, the women's results were read out in order after the men, and they said what position women would have come if they were allowed to be included in men's the list. So far, the highest maths result for a girl had been between the seventh and eighth men. The people in the university didn't know what to do

essential information

Directions:

Leave Great St Mary's and cross the road to the Senate House ❶.

(2 minutes)



Summary:

- Stand on the pavement and look through the railings at the Senate House ❶
- Tell the story of Philippa Fawcett on pages 14 to 15 – *Resource Card J, Artefacts 9 and 10* (5 minutes)
- Activity on page 16 (return to Great St Mary's for this) – designing banner with slogan to campaign for education for all, followed by optional 'demo' in Senate House Passage (between the Senate House and Gonville and Caius College) on page 17 – *activity sheet four, A4 card, sellotape, plant sticks* (15–20 minutes)

about Philippa, because she scored much more than the highest man that year.

- **Unroll the scroll and pretend to read it – Artefact 10**

When they came to her name, they couldn't say she was the Senior Wrangler, so they announced that she came "placed above the Senior Wrangler".

It was amazing! Philippa walked out of the Senate House and the cheers were deafening! When she got back to college, the other students picked her up and carried her inside. They decorated the whole college with flags. They had a big dinner in the evening, with lots of speeches, and lit a bonfire on the hockey pitch afterwards and carried her round it – three times.

I wonder how Philippa felt about all this?

Philippa kept on being interested in education. She taught at Cambridge University for 10 years, and lots of women followed her to university. After that she went to South Africa to set up schools in an area where there had been a war. When she came back to England she organised schools and education in London. She felt it was really important that all children should

be educated – boys or girls, rich or poor, black or white.

She died in 1948 when she was 80, a month after hearing that women were allowed to get degrees at Cambridge.

Activity Four:

(15 minutes)

Education Slogans

You are really lucky to be able to go to school!

There are still places in the world where children can't go to school and learn.

Many children would like to go to school so they can be educated, and get a better job, and not be so poor.

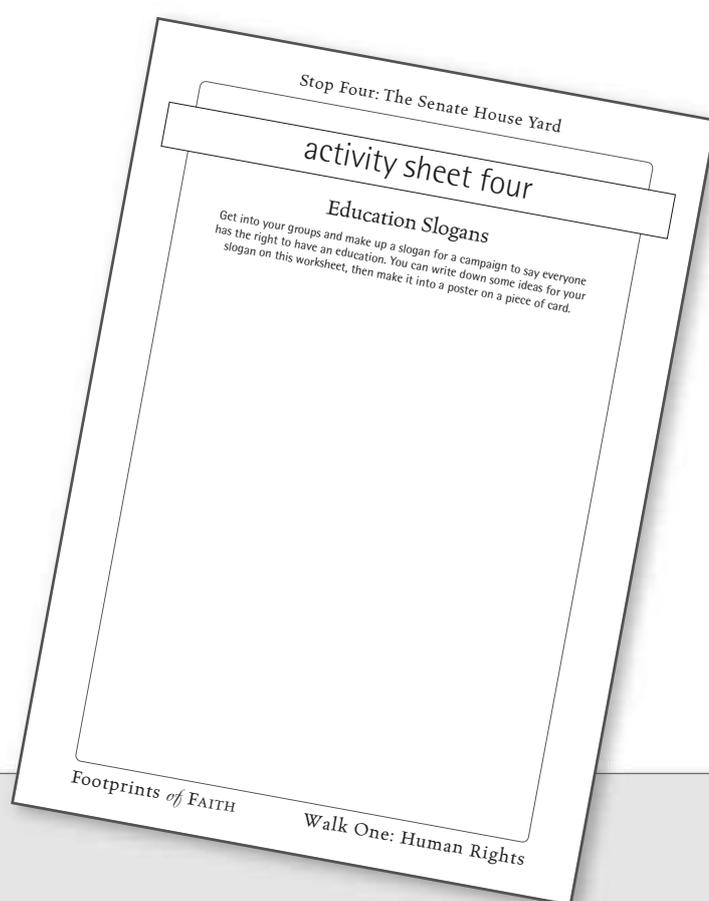
Your task is to get into your groups and make up a slogan for a campaign to say everyone has the right to have an education.

What sort of things might you say?

You can write down some ideas for your slogan on the worksheet, then make it into a poster on a piece of card.

Equipment

- worksheet to brainstorm slogans;
- pens and pencils;
- A4 card



activity sheet four

Make a placard

Optional response activity to Philippa Fawcett's story
(5 minutes)

Now you are going to make your poster into a placard, and we are going to go on a short demonstration march, shouting one of the slogans.

Stage a 'demo' along Senate House Passage.

To make a placard

- plant sticks
- sellotape

Stop chanting the slogan and take the placards down as you round the corner towards King's College – they like the children to arrive quietly and calmly as it is a place of worship.

Story Five:

(5 minutes)

Charles Simeon (1759–1836)

- **Sit on the floor at the West end of King's Chapel –turn right as you come in; look at Simeon's initials in the floor marking his grave as you walk past them**

This is the story of a man called Charles Simeon.

- **Show the picture of Charles Simeon – Resource Card K**

When he came to Kings College as a student, he had never really thought about being a Christian. But he came so close to God when he was in this chapel, that he decided to become a priest. He got a job at Holy Trinity church, just up the street, opposite WH Smith. He still lived in college, and his rooms were in the building next to the chapel. You will see his window when we go back outside. Just above there is a staircase to the roof. Charles used to go up onto the roof at four o'clock every morning to pray. And he had a lot to pray about!

The people Holy Trinity church didn't want him to be their vicar. They wanted someone who would tell them funny stories and entertain them. They didn't want someone who would tell them to change their lives and live like Jesus. Charles didn't mind being different. He was the first person in Cambridge to use an umbrella, and everyone recognised him as he walked to church.

- **Tuck the umbrella under your arm – Artefact 11**

The people who went to Holy Trinity did everything to stop Charles from doing his job. They shouted rude names at him in the street. When he walked past the market, people used to throw rotten fruit and vegetables at him.

- **Invite some of the children to throw play fruit and veg at the story-teller – Artefact 12**

Once they even locked him out of the church! But he just went and got a locksmith to let him in. He carried on with his services, even when students started throwing bricks through the window.

I wonder how Charles felt when everything seemed to be going wrong?

Charles just kept going up to the roof every morning to pray. Slowly, people realised that he had something important to say. More and more people started coming to Holy Trinity church, to hear Charles talk about God. He wrote a book of ideas for talking about all 66 books of the Bible. He held tea parties in his room in college for students, and many of them became priests and missionaries, and travelled all over the world to tell people about God. His teapot is still at Holy Trinity church.

- **Show the picture of Simeon's teapot – Resource Card L**

There is also a set of pictures showing how he looked when he was preaching.

- **Show the silhouettes of Simeon preaching – Resource Card M**

Charles didn't just talk to people about God, he showed them God's love through what he did. When he started at Holy Trinity, he went to visit every member of his congregation. Most of them shut the door in his face.

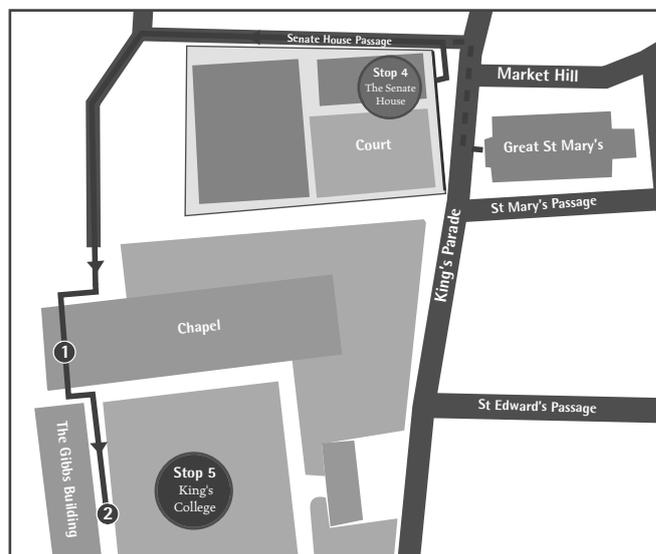
I wonder what he did?

essential information

Directions:

Leave Great St Mary's and turn right by Caius College and the Senate House into Senate House Passage, or continue along Senate House Passage if you are doing the 'demo'. Bear left at the end and go to the chapel entrance of King's College ①. Show your permission letter/e-mail to the custodians.

(2 minutes)



Summary:

- Go into the chapel and sit on the floor at the west end ①. Point out Simeon's initials in the floor marking his grave as you walk past.
- Tell the story of Charles Simeon on pages 18 to 20 – *Resource Cards K, L and M, Artefacts 11 and 12* (5 minutes)
- Activity on page 21 (chapel) – memory verses – *activity sheet five, 7 memory verse cards* (15 minutes)
- Go into the court and point out the windows in the Gibbs building ② – the semi-circular window was Simeon's room; the round window is the staircase to the roof.

He kept on visiting! He got to know the children, and taught them about Jesus. Next time he came to visit, he tested the children on what he had taught them last time.

Whilst he visited, Charles found out who was having problems, and gave money to help them. Once, there was a shortage of bread, and it became too expensive for many people to buy. Charles paid for bread so it could be sold at half price to the poor. It was the middle of a really cold winter, and every Monday Charles rode on his horse to 24 villages around Cambridge, making sure the bakers were selling the bread at half price. He helped to stop 7,000 people from starving to death!

I wonder how he felt when he got back home each Monday evening?

Charles Simeon refused to give up. He stayed at Holy Trinity for 54 years – to the end of his life. When he died, the people really loved him, and students who had been taught by him were working all over the England, and even across the world, telling people about God.

I wonder if you can think of any things that help people in Cambridge today that continue Charles Simeon's work?

Eg. foodbanks, Jimmy's Night Shelter, Wintercomfort

- **On the way out of the College, point out Simeon's rooms in the Gibbs Building (see the photo on page 19)**

continued on the next page

Activity Five:

(15 minutes)

Memory Verses

When Charles Simeon preached, he always used the Bible as his starting point. When he visited the children in their homes, he taught them verses from the Bible and tested them.

Here are some memory verses from the Bible. There is a verse for each group. You need to help each other learn the verse; then we will test you!

You have a sheet you can use to copy out your verse to help you learn it, or draw some symbols to help you remember.

1. Jesus said: "I tell you the truth, unless you change and become like children, you will never enter the kingdom of heaven."

Matthew chapter 18, verse 3

2. Jesus said: "Whoever humbles himself like this child is the greatest in the kingdom of heaven."

Matthew chapter 18, verses 4-5

3. Jesus said: "Let the little children come to me, and do not forbid them, for the kingdom of heaven belongs to such as these."

Matthew chapter 19, verse 14,

4. Train up a child in the way he should go; and even when he is old he will not turn from it.

Proverbs chapter 22, verse 6

5. It is sung by children and babies; you are safe and secure from your enemies.

Psalm 8, verse 2

6. The wolf will live with the lamb, the leopard will lie down with the goat ... and a little child will lead them.

Isaiah chapter 11, verse 6

7. Children, obey your parents in all things, for this is well pleasing to the Lord.

Colossians chapter 3, verse 20

activity sheet five

There is a memory verse card for each group. You need to help each other learn the verse; then we will test you! On this sheet you can copy out your verse to help you learn it, or draw some symbols to help you remember.



Story Six:

(5 minutes)

Thomas Hobson (1544–1630)

- **Point out site of 'The George' on the way to St Bene't's Church (by the entrance to St Catherine's College); assemble near the bell tower inside St Bene't's**

This is a story about Thomas Hobson. He was buried here at St Bene't's nearly 400 years ago, but nobody knows exactly where any more. Thomas was born in the time of Queen Elizabeth I. Whilst he was alive, the bells were put in the bell tower (**point out the bell ropes**), and he might even have helped to pay for them. Here is a money belt. (Artefact 13)

I wonder if anyone would like to wear it?

Two portraits, or pictures, of Thomas Hobson show him wearing a big purse.

- **Show the picture of Hobson – Resource Card N**

Thomas paid for quite a lot of things to help people worship God and live in comfort. But he didn't start out in life with a lot of money to spare. His father owned a cart and four horses, and Thomas used them to build up a business transporting things and people. After a while Thomas made enough money to buy an inn called The George, just outside St Catherine's College. It had room in the stables for 40 horses!

During Thomas' life-time there were big changes in the way people worshipped God in church. The Bible was translated into English, so everyone could understand it.

I wonder what language it was in before?

Latin!

Thomas gave a big English Bible to St Bene't's, so that the people could hear and read God's Holy

Word in their own language. He had made lots of money with his business, and he wanted to give some of it back to God. He gave a really grand version of the Bible, printed to look like an old mediaeval manuscript. It is called a Black Letter Bible, which means it is written in a special pointy gothic letters. This is what it might have looked like.

- **Show the picture of a page of a Black Letter Bible – Resource Card O**

Being right in the middle of town, Thomas could see some of the problems of town life. One big problem in Cambridge was water. It was so dirty that people drank small ale, which was a kind of weak beer. They hoped the alcohol would kill off the diseases. There was a lot of plague and fever in Cambridge, especially in the summer, because of the King's Ditch, which people used to empty their rubbish bins into.

I wonder what sort of things might have been in the Ditch?

Yes, they even emptied their toilets into it!

I wonder what it smelt like?

When they were building the new John Lewis, they found part of the King's Ditch, so it was close to here. Thomas Hobson got together with some other people and they paid for Hobson's Conduit to be built.

- **Show the picture of Hobson's Conduit – Resource Card P**

It was a series of channels which brought clean running water into Cambridge from the Ninewells spring near Great Shelford. It was used to flush out the King's Ditch, and there was a pump in the

continued on page 24

essential information

Directions:

Exit King's by the main gate; turn right and go down King's Parade; cross the road by the grasshopper clock on the corner of Corpus Christi College ①; stop and point out the area between St Catherine's College and Sam Smiley's sandwich shop ② – the site of Thomas Hobson's stables.

Go back up King's Parade and turn right into Bene't Street; enter St Bene't's Church, on the right-hand side of the street.

(6 minutes)

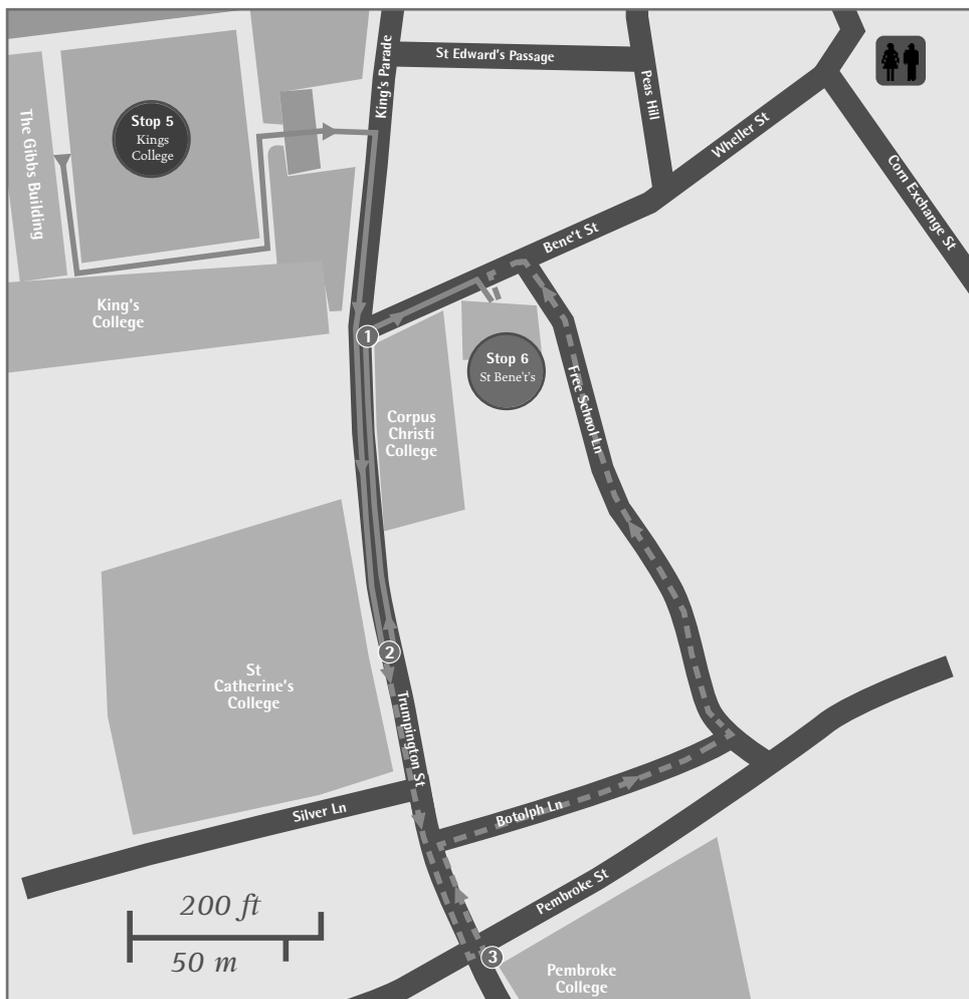
Optional – continue walking past Corpus Christi and St Catherine's Colleges to Pembroke College ③. Look at the channels of Hobson's Conduit.

Go back towards Corpus Christi College, OR turn up Botolph Lane, just before St Botolph's Church (on the Silver Street corner) and then at the end turn left, to go along Free School Lane. Turn left at the junction with Bene't Street, and then left into St Bene't's Church.

(10 minutes)

Summary:

- Sit near the bell tower inside St Bene't's Church
- Tell the story of Thomas Hobson on pages 22 to 24 – *Resource Cards N, O, and P, Artefact 13* (5 minutes)
- Activity on page 25 (in church) – *uses of water – activity sheet six* (15 minutes)



market square, where people could fill up bottles and jugs. You can still see the channels along Trumpington Street, and the old pump has been moved to the corner of Lensfield Road. It made life a lot easier for the people living in the middle of town.

Thomas gave the people of Cambridge clean water to drink, and when he gave the Bible to St Bene't's Church he also gave them the Word of God. Christians believe this is the living water that will never run dry.

We have clean water in our country, but there are still lots of places in the world where people don't have clean water, or even much water at all.

I wonder what sort of things we need water for?

I wonder if you know any countries that don't have enough water?

Activity Six:

(15 minutes)

Uses of Water

I wonder where we get our water from?

I wonder what sort of things we use water for?

- Look at all the things we use water for on your sheet, and give them a mark from 1 to 10. Number 1 is the most important thing we need water for, and number 10 is the least important.
- You can discuss your ideas in your group.

Stop Six: St. Bene'ts' Church

activity sheet six (KS1)

Things we need water for:

Look at all the things we use water for on this sheet, and give them a mark from 1 to 10. Number 1 is the most important thing we need water for, and number 10 is the least important. You can discuss your ideas in your group.

 drinking <input type="checkbox"/>	 washing ourselves <input type="checkbox"/>
 cooking <input type="checkbox"/>	 housework <input type="checkbox"/>
 sailing <input type="checkbox"/>	 swimming <input type="checkbox"/>
 firefighting <input type="checkbox"/>	 washing clothes <input type="checkbox"/>
 toilets <input type="checkbox"/>	 gardening <input type="checkbox"/>

Footprints of FAITH Walk One: Human Rights

activity sheet six

Look at all the things we use water for on this sheet, and give them a mark from 1 to 10. Number 1 is the most important thing we need water for, and number 10 is the least important. You can discuss your ideas in your group.