



KS3 / LESSON 4

- CHANGE to SURVIVE -

INTRODUCTION

In this final lesson of the series, students recap the social, economic and religious changes that occurred in the industrial revolution.

Over the last three lessons we have learned about how the rapid growth of towns and cities brought many groups of people together in new urban environments. In these environments new and traditional churches also grew rapidly. Although it seems the Christian church's message of hope and salvation lost none of its meaning in a changing world, social changes forced the churches to evolve.

The traditional church did not allow women to become priests, but women preachers from new churches were increasingly common in this period. Likewise, teachers and leaders from humble backgrounds had not been a feature of the traditional church. This too was changing, and it seems that many workers preferred to find out about Christianity from people like themselves. We have considered how far these developments posed a threat to the Church of England. Since the Act of Toleration of 1688, non-Anglicans were permitted a public presence. There were many nonconformist or free churches in the growing urban environments offering worship, prayer, bible study and Sunday schools. Students have explored evidence to suggest that people in this period tried out a few churches, assessing the preacher, atmosphere or theology on offer. Industrialisation brought more choice in the labour market and society, and the period also corresponded to more choice in Christian worship.



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INTRODUCTION (CONTINUED)

In this lesson students will think about change more generally: how far religion has to change with society, how far ancient beliefs must be interpreted for a new age, or how far religion is able to change. After two recap activities students will produce a creative piece to show their own answer to the critical question: does the church need to change to survive?

You might want to start the lesson with rates of Christian membership in Britain and Europe (falling) and around the world (stable or rising). This could lead into a further set of lessons about how religion changes to meet new social contexts and needs.



LEARNING OUTCOMES

Emerging

- Recap three physical, social or economic changes in this period.
- Suggest two ways the Christian church changed in this period.

Expected

- Explain changes to the Christian church from this period and how they have been significant for modern Christianity.
- Offer a supported answer to the question: does the church need to change to survive?

Exceeding

• Offer a comment on change in religion generally; how far it is necessary, or how far it is difficult to achieve.

RESOURCES YOU WILL NEED

- Cut up the mix and match task in the **Resources** for **Pupils** document.
- Knowledge check multiple choice questions in the Resources for Pupils document (answers given on p.04 of this document).
- Paper, colours and equipment for creative task.



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NOTES FOR TEACHERS

1: Recap: Mix and Match

- a) Cut up the mix and match cards, (Resources for Pupils, pp.01–02). Groups connect a quote or image to a statement.
- **b)** Ask each group to discuss which they think is the most important change and why.
- c) Envoy to other groups listen to other answers and share your answer.

2: Knowledge check [multiple choice questions]

This is optional: use the multiple choice questions if you think students would appreciate a recap of key words and ideas.

Hand out the MCQs, on a separate sheet. Individuals or pairs can complete using their class notes.

A further sheet showing the answers is given.



3: Does the church need to change to survive?

This is optional: use the multiple choice questions if you think students would appreciate a recap of key words and ideas.

Discuss some ways of answering this question before students present their own answers.

- a) Display these views:
- The church does not need to change. God and salvation don't change, so why should the church change just because society is?
- It is the church's job to bring the gospels to each new generation. The church must move with the times in order to connect with modern generations.
- Belief in God might not change but it can be presented in ways that make sense to people.
 A preacher should be judged not on their gender, class or denomination, but their ability to communicate with people.
- The fact that there are so many different Christian churches shows that the church is always changing and evolving to meet new needs. It happens naturally.
- b) Ask students to choose a view they most agree with. Ask them to find a piece of evidence from their notes that could support this view. Share around the room and collate notes on the board.
- c) In groups or pairs collect information that supports any of these views. Put together an answer to the question: does the church need to change to survive? Students can present their answers any way they like. Give out paper, colours, glue, etc.



- The CHURCH in the INDUSTRIAL REVOLUTION -Knowledge Check (answers)

NOTES FOR TEACHERS

- 1. What physical changes did the industrial revolution bring to Britain's landscape?
- a) Roads were widened to make space for cars; horses were seen less and less.
- b) Growth of urban environments; new factory buildings; more people.
- c) Churches declined; church buildings were reused as factories.
- 2. What did the 1688 Toleration Act allow?
- a) It permitted Catholic churches to worship in public.
- b) It permitted non-Anglican Protestant churches to worship in public.
- c) It permitted Jews to own land and enter the professions.
- 3. What was the greatest threat to the Church of England (Anglican Church) in this period?
- a) Many Catholics arrived from Ireland.
- b) People began to lose their Christian faith.
- c) Non-Anglican churches competed with Anglican churches.
- 4. What were arguments AGAINST female preachers?
- a) People did not accept women's authority to teach and lead.
- b) Women were a distraction from the bible passages.
- c) Women were not well-educated enough.

- 5. What were arguments IN SUPPORT of female preachers?
- a) Some male priests could not communicate with women.
- b) Women taught in the early church.
- c) Women preachers could bring the gospel to a wider audience, especially young women.
- 6. What threat to the Church of England did working-class preachers pose?
- a) They received bursaries from the Church of England.
- b) They showed other working-class people a new way of learning and receiving the gospel.
- c) They showed the Church of England to be unwelcoming.
- 7. What benefits did Christian faith seem to offer in this period?
- a) It provided hope when people were suffering.
- b) It helped people make sense of new technology.
- c) It helped rural workers meet new people.
- 8. How did people seem to respond to the growth of new churches in urban areas?
- a) They stayed loyal to their original church.
- b) They held protests about the building of new churches.
- c) They tried a few churches out before making up their minds.