

# Peters of St Mawes

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<b>Challenge</b>	<i>The sport of Cornish Pilot Gig rowing would not exist had it not been for the skills and ingenuity of the Peters family.</i> Produce something of your choice to commemorate their contribution and achievements.
<b>Outcome</b>	Students produce an outcome to promote the recognition of the Peters family and their achievements, for instance: - design a physical memorial or interpretation board or leaflet - write a biography or poem - compose a song (shanty) or instrumental piece
<b>Lead Subject</b>	History: a local history study (introduction to or example of) OR English: write accurately, fluently, effectively and at length for pleasure and information through: • stories, scripts, poetry and other imaginative writing • a range of other narrative and non-narrative texts
<b>IT Opportunities</b>	Use graphics software to design an interpretation board or leaflet.
<b>Literacy Opportunities</b>	Extended writing.
<b>Points To Note</b>	This challenge can be adapted to a variety of outcomes or subject areas.
<b>Resources</b>	<b>Gig Data</b> <b>Peters Family Story</b>
<b>Web Links</b>	<a href="http://www.cpga.co.uk">www.cpga.co.uk</a> – the website of the Cornish Pilot Gig Association <a href="http://www.gigrower.co.uk">www.gigrower.co.uk</a> – a website for the gig rowing community <a href="http://www.cornishmemory.com">www.cornishmemory.com</a> – a online audio-visual archive hosting the Cornish Pilot Gig Association collection (films, audio and images relating to the sport)
<b>Suggested Activities</b>	Introduce students to the sport of gig rowing using the initial 2 minutes of <a href="https://youtu.be/ac-jw29_DHY">https://youtu.be/ac-jw29_DHY</a> .  Display <b>Gig Data</b> . Ask students; <i>where did this sport come from? How did it become so successful? What do we know about the sport?</i> Collect student ideas.  Play students 4 minutes and 30 seconds of an interview by Ted Gundry with gig historian, Keith Harris using <a href="http://cornishmemory.com/items/show/44221">http://cornishmemory.com/items/show/44221</a> . Ask students; <i>why was William Peters important? What is an innovator? What does it mean to leave a legacy?</i>  Share Peters Family story and images relating to them including

	<p><a href="http://cornishmemory.com/item/RBIRD_1127">http://cornishmemory.com/item/RBIRD_1127</a> ,  <a href="http://cornishmemory.com/item/RBIRD_255">http://cornishmemory.com/item/RBIRD_255</a>, <a href="http://cornishmemory.com/item/CPGA_RGILL_005">http://cornishmemory.com/item/CPGA_RGILL_005</a> and <a href="http://cornishmemory.com/item/CPGA_GILL_006">http://cornishmemory.com/item/CPGA_GILL_006</a> .  Help students to identify William Peters' home (old salt store opposite where the Idle Rocks Hotel is today) and boatyard (Freshwater Boatyard, Polvarth) on a map.</p> <p>Explain to students that although William Peters started building gigs in 1790, it took until 1987 for a gig to be named after him. Show students the build and launch of the gig 'William Peters', built by Ralph Bird for Roseland Gig Club in 1987 using <a href="http://cornishmemory.com/item/RBIRD_385">http://cornishmemory.com/item/RBIRD_385</a> and <a href="http://cornishmemory.com/item/BAW_1_055">http://cornishmemory.com/item/BAW_1_055</a> .</p> <p>Revisit <b>Gig Data</b> and explain to students that since 1987 (when there were just a handful of clubs) the sport has gone from strength to strength. Suggest to students that the Peter's family need to be more widely known and their achievements recognised. Ask students; <i>how do we mark or remember outstanding contributions?</i></p> <p>Challenge students to produce an outcome of their choice (or set parameters according to your subject area/learning objectives) to commemorate their contribution and achievements, for instance:</p> <ul style="list-style-type: none"> <li>- design a physical memorial or interpretation board or leaflet</li> <li>- write a biography or poem</li> <li>- compose a song (shanty) or instrumental piece.</li> </ul> <p>Encourage students to present their work to other members of the class and capture any live performances or digital outputs.</p>
<p><b>Extended Activities</b></p>	<p>Share student work with the gig community via <a href="http://www.gigrower.co.uk">www.gigrower.co.uk</a> .  Exhibit student outcomes in St Mawes to promote recognition of the achievements of the Peters family to members of the local community and visitors.</p> <p>Challenge students to find out how gigs are built today and who builds them using resources like <a href="http://www.cornishmemory.com/item/CPGA_OH_051">http://www.cornishmemory.com/item/CPGA_OH_051</a> and <a href="https://www.gigrower.co.uk/clubs/builders/">https://www.gigrower.co.uk/clubs/builders/</a> .</p> <p>Challenge students to find out more about the founding and history of Roseland Gig Club using resources like <a href="http://cornishmemory.com/item/CPGA_OH_050">http://cornishmemory.com/item/CPGA_OH_050</a> .</p>