

Peters of St Mawes

Challenge	<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.
Outcome	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
Lead Subject	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
IT Opportunities	Use graphics software to design an interpretation board or leaflet.
Literacy Opportunities	Extended writing.
Points To Note	This challenge can be adapted to a variety of outcomes or subject areas.
Resources	Gig Data Peters Family Story
Web Links	www.cpga.co.uk – the website of the Cornish Pilot Gig Association www.gigrower.co.uk – a website for the gig rowing community www.cornishmemory.com – a online audio-visual archive hosting the Cornish Pilot Gig Association collection (films, audio and images relating to the sport)
Suggested Activities	Introduce students to the sport of gig rowing using the initial 2 minutes of https://youtu.be/ac-jw29_DHY . Display Gig Data . 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 http://cornishmemory.com/items/show/44221 . 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>http://cornishmemory.com/item/RBIRD_1127 , http://cornishmemory.com/item/RBIRD_255, http://cornishmemory.com/item/CPGA_RGILL_005 and http://cornishmemory.com/item/CPGA_GILL_006 . 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 http://cornishmemory.com/item/RBIRD_385 and http://cornishmemory.com/item/BAW_1_055 .</p> <p>Revisit Gig Data 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"> - design a physical memorial or interpretation board or leaflet - write a biography or poem - compose a song (shanty) or instrumental piece. <p>Encourage students to present their work to other members of the class and capture any live performances or digital outputs.</p>
<p>Extended Activities</p>	<p>Share student work with the gig community via www.gigrower.co.uk . 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 http://www.cornishmemory.com/item/CPGA_OH_051 and https://www.gigrower.co.uk/clubs/builders/ .</p> <p>Challenge students to find out more about the founding and history of Roseland Gig Club using resources like http://cornishmemory.com/item/CPGA_OH_050 .</p>