

Name		
Form		
Teacher		

Year 8 Homework Booklet

Faith & Ethics

Term 3—Justice
and Equality



<p>My teacher is going to test me on all of my homework on this day every week.</p>	<p>MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY</p>
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Key words.

Choose the correct definition for each of the key words. You will need to use your book and the terms from the last unit as well as looking some up if you are unsure. Learn them ready for the end of year assessment. There is a revision guide at the back of the booklet if you need it.

Equality	
Inequality	
Racism	
Justice	
Injustice	
Discrimination	
Prejudice	

Select the correct definition and write them into the correct box above

Acting on a prejudice. Taking a belief like sexism or racism and putting it into action.

Prejudice or discrimination against people based on their race.

Thinking that certain people/cultures are better than others (pre-judge)

The act of bringing about what is right and fair—fairness.

The idea that everyone should have the same rights and opportunities

Lack of fairness. An unjust act.

When people don't have the same rights and opportunities

Task 2: Recap: Answer the following questions from your knowledge from your studies. Use your book to help you if you get stuck—choose between the key terms in the table above.

Question 1: What would 'not giving someone a job because of their religion' be an example of?

Question 2: What would 'giving everyone the same opportunity in their education' be an example of?

Question 3: What would 'putting an innocent person in prison on purpose' be an example of?

Muslim Beliefs about Justice

Read the information below which explains all about Muslim beliefs about zakah. Then use it to answer the questions below.

The word *zakat* means 'purification' or 'cleansing'. Giving *zakat* purifies both a Muslim's wealth itself, as well as their spirit

Muslims are taught that once they have brought the things that are essential e.g. food, clothing and shelter, then they should give 2.5% of any surplus income. This belief is one of the core beliefs of Islam whether they are Sunni or Shi'a. All Muslims believe it is their duty to give zakat. So once a Muslim family had paid for the essentials if they have £3000 left over at the end of the year, then they should give 2.5% of that - £75 to charity.

Zakat is designed to bring justice and equality. It means the wealth people have is shared out to others who do not have enough for their basic needs. This helps to get rid of inequality. Islamic Relief is a Muslim Charity that helps those in need. They use the money donated by the Muslim community by the giving of Zakat.

Zakat is calculated on your surplus Income. If you don't have enough for your family you wouldn't pay it. If you have a lot of extra money then you would give 2.5% of what you have after you have taken basic needs.

The Hadith (Saying of the Prophet Muhammad Teaches) '**He who eats and drinks while his brother goes hungry, is not one of us**'. **Hadith**

Use the information above and your own knowledge to answer the following questions:

1. What does the word zakat mean?

2. What two things does giving zakat purify ?

3. What should a Muslim buy first before they give zakat?

4. What percentage of a Muslims surplus income should they give?

5. Is giving zakat optional?

6. What is zakat designed to do?

7. What does it help to get rid of?

8. What Muslim charity helps those in need?

9. If you didn't have enough money to eat and look after your family would you pay zakat?

10. What does the Hadith at the end of the information mean?

Christian Beliefs about Justice

Read the following information

Christians are also taught to promote justice and fairness. One Key teaching Jesus gives about Equality is in the story of the good Samaritan. Jesus is asked the Question 'Who is my Neighbour' In response he tells the story of the Good Samaritan. The story teaches that you all should be given help because traditionally Jews and Samaritans had been enemies. The story was really radical – Jesus was telling them to help anyone in need because everyone was equally valuable – even their enemies should be helped!

This is the concept of **Agape love** – to give and love others without expecting anything in return. Agape love is self-giving and not selfish. It is the kind of love Jesus is talking about when he tells them to 'Love one another as I have loved you'.

In the parable of the Good Samaritan, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of all those who could have helped the Jew, only the Samaritan did. Jesus tells of a man who was travelling from Jerusalem to Jericho and was attacked by robbers on the way. He was badly beaten and left for dead. The first person to pass the injured man was a priest, who crossed the road and continued walking. The second person to pass the injured man was a Levite, a priest's assistant. He also crossed the road and continued walking without helping the man. The third person to come by was a Samaritan, a person from Samaria. The Samaritans were hated by the Jews. When the Samaritan saw the man, he took pity on him. He bandaged him and cleaned his wounds. He then put him on the back of his donkey and took him to an innkeeper, whom he paid to look after him. The parable ends with Jesus giving a commandment to go out and do the same as the Samaritan had done. This teaching of loving one's enemies is also reflected in Matthew's gospel.

Recall statements (use your knowledge from your lessons and previous homework)

- select the correct option by crossing out the wrong idea in the sentence.

- 1: Christians are **taught/not taught** to promote justice and fairness
2. The Story of the Good Samaritan **would not have surprised his Jewish listeners/would have surprised his Jewish listeners.**
3. The concept of Agape love is to love others **because they love you/ without expecting** anything in return.
4. In the story, a Jewish man was **attacked by robbers/ was attacked by Samaritans**
5. The first person to walk by was a **Levite/Priest**
6. The second person to walk by was a **Priest/Levite**
7. The person who stopped to help was a **Samaritan/Priest**
8. The Samaritans were **hated/loved** by the Jews.
9. The Samaritan helped the beaten up man and took him to an **innkeeper/doctor**
10. The parable teaches people to do the same as the **Priest/Samaritan** and so to love one's enemies.

Sikhism—Sewa Read the following to remind you about Sewa (selfless service)

Guru Nanak Devi Ji (the first Guru) taught that every person is equal and should be treated equally. He said that there is no Hindu and no Muslim because everyone is the same in God's eyes. Sikhism teaches the full equality of men and women. Women can participate in any religious function or perform any Sikh ceremony or lead the congregation in prayer.

Sewa is seen as the most important form of worshipping God in Sikhism. Members of the Sikh community must serve others in their everyday lives, and by doing so, they rid themselves of their own ego and pride, making it possible to become closer to God. Most importantly they believe in giving justice to those who need it. For example people who are poor and don't have food would receive food from the Sikh community.

Sewa: Selfless service of others

Sewa has three parts...

TAN: Physical Service

MAN: Mental Service

DHAN: Material Service

Using the body

Using the mind

Giving up something

In every Sikh Gurdwara there is LANGAR- the free kitchen. A hot vegetarian meal, snacks, cups of tea etc are available TO ALL regardless of religion, background, class, gender etc. Everyone regardless of 'status' sits in rows.

"True worship consists in the meditation of God's name.... There can be no worship without performing good deeds".
Guru Granth Sahib

Fill in the gaps using the information above. Choose from the word bank below Each is worth 1/2 a mark.

The first Guru taught that every person is _____ and should be treated equally. He said there is no difference between us, no matter a person's religion. Everyone is the _____ in God's eyes. Sikhism teaches that _____ men and _____ are equal. Woman can perform any Sikh ceremony or lead the congregation in _____.

Sewa is _____ service. Sewa is seen as the most important form of _____ God in Sikhism. Members of the Sikh community must _____ other people in their _____ lives. When they serve others they rid themselves of their own _____ and _____. This makes it possible to become closer to _____.

Sikhs believe in giving _____ to those who need it. They help those who are _____ and don't have enough to eat, they give food to those who need it. Sewa has three parts _____ which is physical service, man which is _____ and _____ which is Material Service. In every Sikh Gurdwara is a _____ which is a free kitchen. People can go for free and will be given a _____ meal. This is available to all people. Everyone regardless of who they are sits in _____.

Word Bank:

worshipping rows serve ego God poor Tan
 mental service justice equal selfless all same prayer
 everyday pride women Dhan langar vegetarian

Total out of /20 which means /10

Is there Racism in Britain?

Homework 5:

Date Set:

Date Due:

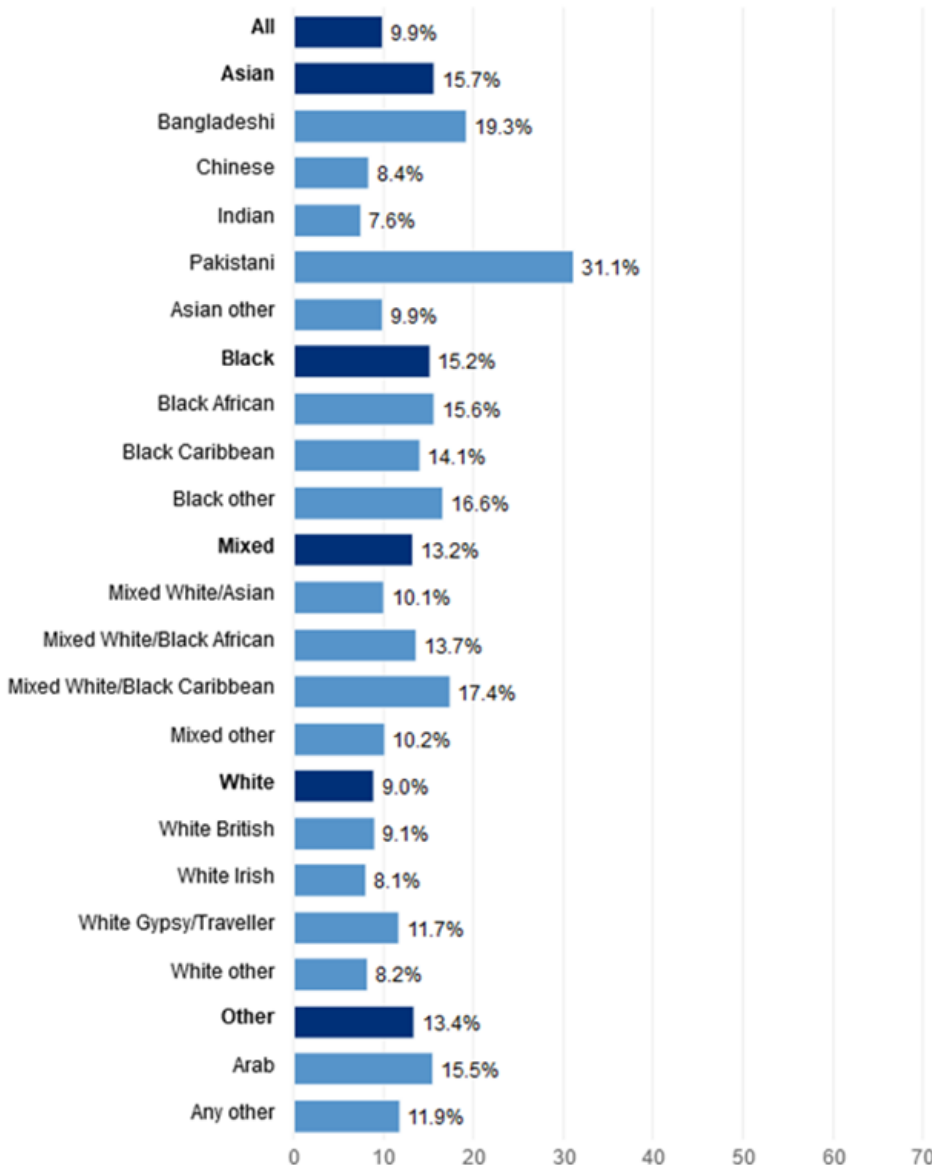
Match up each of the key terms with its definition. Put the correct number next to each definition.

1. Oppression
2. Privilege
3. Systemic Racism
4. Ideology
5. Racism
6. Injustice

	A set of shared beliefs within a group which influences the way people view the world.
	Prejudice or discrimination based on skin colour or race.
	Prolonged cruel or unjust treatment.
	Lack of fairness, an unjust act.
	Special advantage or right possessed by an individual or group.
	Systems and structures in a society that has processes that disadvantage a certain race or races.

Look at the source below and use it to answer the 4 questions

Percentage of people living in the most deprived 10% of neighbourhoods, by ethnicity



1. Which ethnic group makes up the **largest % of people** living in the poorest neighbourhoods?

2. Which ethnic group makes up the **second largest %** of people who live in the poorest neighbourhood?

3. What % of **white** people live in the most deprived neighbourhoods?

4. What does this show about who is more likely to live in poorer neighbourhoods in the UK? Are white or black people more likely to live in a poorer neighbourhood?

Is there racism in the UK?

Read the information in the two sources and use it to answer the questions below

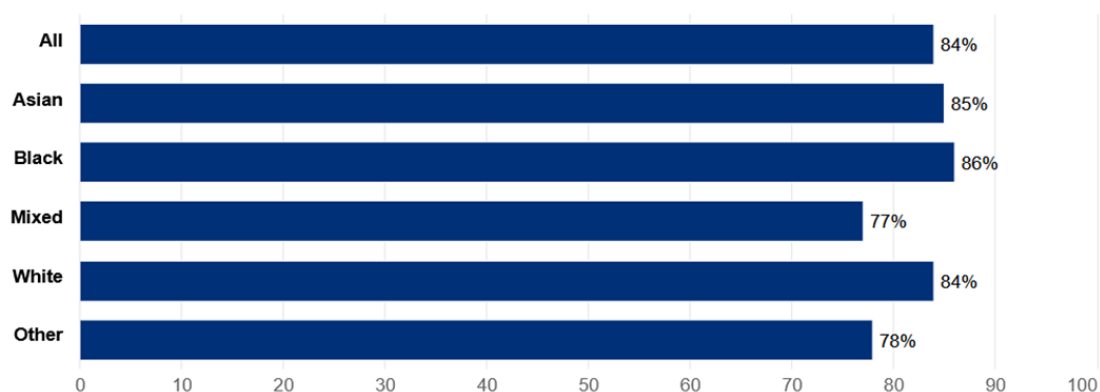
Source 1—BBC Website: Over the past 10 years, 164 people have died in or following police custody in England and Wales, according to the Independent Office for Police Conduct (IOPC) - the body responsible for police complaints. Death in custody is the term for anybody who dies while in the custody of the state - this could include while being detained by a police officer or while being held as a prisoner in a police station.

Of the deaths in the last 10 years: 141 were white 13 were black 10 were from other minority ethnic groups. When you compare these figures to how much of the population these groups make up (as measured by the 2011 census), **black people are more than twice as likely to die in police custody.**

Source 2—Halima Begum, 'The Guardian' columnist, writing about the closing pay gap between ethnicities:

*"This narrative is dangerous and misleading. Whether it is intentional or not, pitting the dominant ethnic group against minorities ignores systemic disadvantages between and within communities. Ethnic minorities are around **twice as likely to be unemployed as their white British peers.** Once in employment, ethnic minorities are also **47% more likely to be on zero-hour contracts in the gig economy and are therefore less likely to benefit from basic legal protections in the workplace.**"*

Percentage of respondents who feel fairly or very strongly that they belong to Britain, by ethnicity



[Download chart \(PNG\)](#)

Answer the questions using the information:

1. How many people have died in police custody over the past 10 years?
2. How many people were white?
3. How many people were black?
4. Despite these numbers because of how much of the population these group makes up how much more likely are black people to die in police custody?
5. Which newspaper does Halima Begum work for ?
6. How more likely are ethnic minorities to be unemployed than white people of the same age?
7. Are ethnic minorities more or less likely to be put on a zero-hour contracts?
8. What does this mean they are less likely to benefit from?
9. What percentage of Black citizens of Britain felt strongly that they belong in Britain?
10. What percentage of white citizens of Britain felt strongly that they belong in Britain?

Key words Match the key word and it's definition. Match the boxes using the spaces to fill in numbers. *The first one is done for you as an example.*

Key Term/ Word	No.	Definition
1. Racism		The act of bringing about what is right and fair
2. Discrimination	1.	Prejudice or Discrimination against people based on their skin colour
3. Inequality		Thinking that certain people/cultures are better than others. It means to pre-judge another person.
4. Justice		The idea that everyone should have the same rights and opportunities
5. Prejudice		Acting on a prejudice. Taking a belief like sexism and racism and putting it into action.
6. Equality		When people don't have the same rights and opportunities

Match the correct religion for each of the following statements —read them all carefully before deciding which religion the idea/practice is from. Use your knowledge from your lessons and the earlier homework pieces to help you.

Christian or Muslim or Sikh

Religion	Example
	Zakat means purification or cleansing. It is the giving of 2.5% of surplus income.
	The Story of the Good Samaritan teaches all people should be given help.
	Sewa is selfless service. It is a way of worshipping God.
	Zakat is designed to bring justice and equality. It means the wealth people have is shared out.
	The langar is one way selfless service can be performed.
	Jesus taught the concept of agape love is that love should be self giving and not selfish.

HARRIET TUBMAN: Read the following information and use it to answer the questions

below.

Harriet Tubman

Tubman's exact birth date is unknown, but estimates place it between 1820 and 1822 in Dorchester County, Maryland. She was named **Araminta Ross** by her parents and by age five, Tubman's owners rented her out to neighbours as a domestic servant. Early signs of her resistance to slavery and its abuses showed when she was **aged 12 when she intervened to keep her master from beating an enslaved man who tried to escape. She was hit in the head with a two-pound weight, leaving her with a lifetime of severe headaches and narcolepsy.**

Although slaves were not legally allowed to marry, **Tubman entered a marital union with John Tubman, a free black man, in 1844. She took his name and dubbed herself Harriet (her mothers name).**

Tubman used the **'Underground Railway' network of escape routes and safe houses in 1849, when she and two brothers escaped North.** Her husband refused to join her and they split. Tubman returned to the South several times and helped dozens of people escape. Tubman was never caught and never lost a "passenger" (others she helped to escape slavery). **She made 13 trips back to rescue people from slavery in the South and helped at least 70 people - family, friends, and strangers - escape slavery in this way, taking enormous risks with her own hard-won freedom. Every time she went back she risked being captured herself. She travelled in a variety of elaborate disguises and armed herself with a revolver.**

Through her work on the Underground Railroad, Tubman learned information that made her important to **Union military commanders during the Civil War.** As a **Union spy and scout**, Tubman often transformed herself into an aging woman and learned from the enslaved population about Confederate troop placements and supply lines. Tubman helped many of these individuals escape North. **She also became a respected guerrilla operative. In 1863, she led Union forces in the Combahee River Raid, which liberated more than 700 slaves in South Carolina.**

After the war, Tubman raised funds to aid freedmen (people who had been freed from slavery), worked for women's suffrage (right to vote), cared for her aging parents, and worked with a writer on her autobiography. She married a Union soldier Nelson Davis, also born into slavery. She lived in Auburn, New York and cared for the elderly in her home and in 1874 Harriet and her husband adopted a daughter. After an extensive campaign for a military pension, she was finally awarded \$20 a month in 1899 for her service. **In 1896, she established the 'Harriet Tubman Home for the Aged' on land near her home.** Tubman died in 1913 aged 91, surrounded by her family and **was buried with military honours at Fort Hill Cemetery in Auburn, New York.**

Questions	Answers
1. What name was Harriet Tubman given by her parents when she was born?	
2. How was she injured when she was 12?	
3. What did the injury cause for the rest of her life?	
4. In what year did she escape slavery ?	
5. What network did she probably use to escape?	
6. Why did Tubman return to the South after escaping?	
7. Around how many people did she help to escape slavery?	
8. What did she risk when she went back to the South 13 times to help others?	
9. What did she do during the Civil War?	
10. How many people did she help liberate in 1863?	

The transatlantic slave trade or 'triangular trade'

First, ships left Europe carrying items like guns, cloth, alcohol and metal. These ships landed on the west coast of Africa and exchanged these goods with tribal lords. In return, the African tribal lords gave the European people African slaves. These ships loaded up with slaves and sailed to America and the West Indies. Here the slaves were forced to work on sugar, cotton, tobacco and/or cocoa plantations. The Americans then sold these products in Britain and Europe where they were very popular.

How was this slavery different?

The European slave traders were all Christians. Jesus taught that slavery was wrong, and that no human should ever be treated as property. Because of this slavery in Europe was illegal. There was so much money to be made in the slave trade though and the Europeans needed a reason to enslave Africans. So, they argued that Africans were "sub-human" and were born to be slaves. The knock-on effect of this was that this racism continued long after slavery had ended in the United States.

Harriet Tubman was a former slave herself. She escaped from slavery using the 'underground railroad' but went back to the South 13 times to rescue over 70 people. She led them to safety using the underground railroad to the North of the country where slavery wasn't allowed. During the Civil War she also helped to lead a raid that rescued 700 people who were slaves.

Slave - A person who is the legal property of another and is forced to obey them.

The Slave Trade – the transatlantic slave trade triangle operated primarily by the British, American and Portuguese that treated people stolen from Africa like commodities to be sold in exchange for material goods.

Plantations – Mass production farms that used slave labour to produce cotton, tobacco, sugar and other luxuries for people in the UK.

Underground railroad – A secret network of safe houses that helped slaves escape from plantations during the 19th century in the south of America.

True or False: Read the information above and decide whether a statement is True or False. Label it T for True or F for False.

1. The transatlantic slave trade involved Europe, Africa and the Americas.
2. The Europeans traded items such as sugar and tobacco for slaves from tribal lords.
3. The ships sailed from Africa to America with slaves on board in cramped, terrible conditions. Some people did not survive the journey because conditions were so bad.
4. Once in America slaves could choose where they worked and they were paid.
5. Plantations grew sugar, cotton and tobacco which was sold back to Europe.
6. This slavery was different from others as it was supported by a racist ideology that said that the Africans were born to be slaves.
7. This racist ideology did not have any long term effects.
8. The underground railway is a train that was secret.
9. The underground railway was a secret network of safe houses that helped slaves to escape from plantations.
10. Harriet Tubman rescued 13 people in the 70 times she returned back to the south to rescue slaves.

Read the information below.

Abolitionists - Olaudah Equiano

Olaudah Equiano was a former enslaved African, seaman and merchant who wrote a book depicting the horrors of slavery and lobbied Parliament for its abolition. In his biography, he records he was born in what is now Nigeria, kidnapped and sold into slavery as a child. He then endured the middle passage on a slave ship bound for the New World. The book made him famous and furthered the abolitionist cause. It became a bestseller and was translated into many languages. The tens of thousands of people who read Equiano's book, or heard him speak, started to see slavery through the eyes of a former enslaved African. It was a very important book that made a vital contribution to the abolitionists' cause.

Abolitionists - William Wilberforce

Wilberforce was an English politician who became the voice of the abolition movement in Parliament. After university he became an MP and an evangelical Christian. He was interested in social reform and became involved with the abolitionists. He introduced bills into Parliament to abolish the trade and spoke out in Parliament against slavery, but despite starting the process in the 1770s did not achieve his aim until 1807. Becoming aware of the terrible conditions the enslaved continued to live in, he supported the complete abolition of slavery. He died three days after the bill to abolish slavery was passed in 1833.

Abolitionists - Toussaint L'Ouverture

L'Ouverture was the leader of history's largest slave revolt in Haiti. Throughout the period, there were revolts on plantations but his was the most serious and led to a major change on a French colony in the West Indies. In 1791 the slaves' rebelled and French and British forces tried to put the revolt down but were defeated and L'Ouverture led the slaves to freedom. The French colony declared itself independent and banned slavery. The revolt was important because it showed enslaved people throughout the Caribbean that they could fight for freedom and win. Slave owners now lived in terror of further slave revolts.

Correct the mistakes below. There are 10 mistakes to spot, cross out and correct using the information above. Read it carefully to spot them.

Equiano was a former enslaved African, landowner and merchant who wrote a leaflet showing how terrible slavery was. He was born in Nigeria and was kidnapped and sold into slavery as a child. He travelled in a slave ship bound for Europe and his book recoded his experiences as a slave. Only a few people read his book, and it was a very important book to the abolitionists cause (4 mistakes in this section)

Wilberforce was an American Politician who became the voice of the abolition movement in Parliament. He was an MP and an atheist. He introduce bills to Parliament to abolish the slave trade but died 10 days after the bill to abolish slavery was passed in 1833. (3 mistakes in this section)

L'Ouverture was the second in command of history's largest slave revolt. The revolt was in England. In 1791 the salves rebelled led by L'Ouverture. The revolt was not very important because it showed enslaved people that they could fight for freedom and win. (3 mistakes in this section.)

The Civil Rights Movement

Before the end of the 1960's things for Black Americans were not fair. Black Americans were not allowed to vote, they were told where to live in the town and they were only allowed to have lower paid jobs. They were not even allowed to use the same drinking fountain as white Americans. Many people thought this was totally wrong and unfair. The American Civil Rights Movement was a political movement and campaign from 1954 to 1968 in the United States to get rid of institutional racism and segregation in the USA.

Martin Luther King

Born in Atlanta, Georgia, USA in 1929. Martin Luther King became a Baptist minister and fought against racism in the USA in a non-violent way. Martin Luther King was a Christian who believed that everyone was made by God whatever their skin colour and that we are all equal. He also followed Jesus' teachings about being peaceful and 'loving your enemy'. Throughout his life King was confronted by violence. His home was bombed, he was stabbed, his family received death threats but he kept his Christian belief that violence and hatred could only be conquered by love and forgiveness. *'We need to affirm the sacredness of all human life. Every person is somebody because he is a child of God'* He became one of the leaders of the Civil Rights Movement. He organised campaigns for black voter registration, better housing and education for black people and desegregation of public facilities. King gave speeches, led big peaceful protest marches, and took part in boycotts (where you won't do or buy something) as part of a non-violent campaign. Thousands joined protest marches, including one to Washington DC in 1963. There he made a very famous speech where he declared he had a dream that all races and religions were united in freedom. He was awarded the Nobel Peace Prize in 1964 and was assassinated (killed) in 1968.

Use the information above to answer the questions below. Write your answers into the table.

Question	Answer:
What is the civil rights movement?	
Give an example of the racial discrimination happening at the time.	
Who was Martin Luther King?	
Where and when was he born?	
Did he believe in violence or nonviolence?	
What religion was he?	
Give an example of the violence he faced.	
Give an example of the protests he used.	
What was he campaigning for?	
What was he awarded in 1964?	

Rosa Parks

Rosa Parks was a civil rights activist who refused to surrender her seat to a white passenger on a segregated bus in Montgomery, Alabama. Her defiance sparked the Montgomery Bus Boycott. Its success launched nationwide efforts to end racial segregation of public facilities.

Who Was Rosa Parks?

Rosa Parks was a civil rights leader whose refusal to give up her seat to a white passenger on a segregated bus led to the Montgomery Bus Boycott. Her bravery led to nationwide efforts to end racial segregation. Parks was awarded the Martin Luther King Jr. Award by the National Association for the Advancement of Coloured People, the Presidential Medal of Freedom and the Congressional Gold Medal. On December 1, 1955, Parks was arrested for refusing a bus driver's instructions to give up her seat to a white passenger. She later recalled that her refusal wasn't because she was physically tired, but that she was tired of giving in.

After a long day's work at a Montgomery department store, where she worked as a seamstress, Parks boarded the Cleveland Avenue bus for home. She took a seat in the first of several rows designated for "coloured" passengers. While operating a bus, drivers were required to provide separate but equal accommodations for white and Black passengers by assigning seats. This was accomplished with a line roughly in the middle of the bus separating white passengers in the front of the bus and African American passengers in the back. When an African American passenger boarded the bus, they had to get on at the front to pay their fare and then get off and re-board the bus at the back door.

As the bus Parks was riding continued on its route, it began to fill with white passengers. Eventually, the bus was full and the driver noticed that several white passengers were standing in the aisle. The bus driver stopped the bus and moved the sign separating the two sections back one row, asking four Black passengers to give up their seats. The city's bus ordinance didn't specifically give drivers the authority to demand a passenger to give up a seat to anyone, regardless of colour. However, Montgomery bus drivers had adopted the custom of moving back the sign separating Black and white passengers and, if necessary, asking Black passengers to give up their seats to white passengers. If the Black passenger protested, the bus driver had the authority to refuse service and could call the police to have them removed. Three of the other Black passengers on the bus complied with the driver, but Parks refused and remained seated. The driver demanded, "Why don't you stand up?" to which Parks replied, "I don't think I should have to stand up." The driver called the police and had her arrested.

The police arrested Parks at the scene and charged her with violation of Chapter 6, Section 11, of the Montgomery City Code. She was taken to police headquarters, where, later that night, she was released on bail.

Montgomery Bus Boycott

Members of the African American community were asked to stay off city buses on Monday, December 5, 1955 — the day of Parks' trial — in protest of her arrest. People were encouraged to stay home from work or school, take a cab or walk to work. With most of the African American community not riding the bus, organizers believed a longer boycott might be successful. The Montgomery Bus Boycott, as it came to be known, was a huge success, lasting for 381 days and ending with a Supreme Court ruling declaring segregation on public transit systems to be unconstitutional.

Rosa Parks.

Finish off the statements by filling in the gaps—use the guide in brackets at the end of each statement to tell you where the information is in the information section.

1. Rosa Parks was a _____ Rights Activist who would not give up her seat on a _____ in Montgomery Alabama. (first paragraph)
2. Her refusal to give up her seat led to the Montgomery _____. Which lasted for _____ days and ended when the Supreme Court ruled that segregation on public transport systems was unconstitutional (last section)
3. The success of the boycott launched _____ efforts to get rid of racial segregation in America. (first paragraph)
4. The incident took place on _____ 1955 when Parks was on her way home from work. (second paragraph)
5. She said that she was tired but that was because she was tired of _____ not because she was tired from her days work. (second paragraph)
6. At the time black and white Americans had separate _____ of the bus. (third paragraph)
7. A black passenger would have to pay at the front, get off the bus and then _____ and off the bus at the back door. (third paragraph)
8. On the day the bus was very busy and the bus driver wanted to move the sign separating the white and black sections of the bus and asked _____ to give up their seats. (fourth paragraph)
9. Three of the other Black passengers gave up their seats but _____ refused to give up her seat. (fourth paragraph)
10. The driver called the police and she was _____. (fourth paragraph)

Total out of	/10
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What is institutional racism?

This is where racial discrimination is established as a normal behaviour within organisations that make up a society. Put more simply, it's the suggestion that people from black or other minority backgrounds have to work harder in society in order to get the same results as white people. A report looking at the death of Stephen Lawrence suggested the case had been handled in an institutionally racist way by the police because the investigation had not been handled with the same care that a case involving a white person would have been.

Stephen Lawrence Day - 22 April.

Stephen Lawrence was a black teenager who lived in Eltham in South London. He was studying for his A-levels and wanted to be an architect when he was older. He lived with his mum, dad, brother and sister. Stephen was killed in 1993 when he was 18 years old in a racist attack. Stephen Lawrence Day was created by the Stephen Lawrence Foundation as a celebration of his life and legacy. It exists "to inspire a more equal, inclusive society, and to foster opportunities for marginalised young people in the UK".

What happened to Stephen Lawrence ? On 22 April 1993, Stephen was killed by a gang of white men in a racist attack. He had been waiting for a bus with a friend, when the gang attacked them. Stephen's friend escaped unhurt, but Stephen died from his injuries. After Stephen's death, police started to investigate suspects who they believed were responsible for the attack. But Stephen Lawrence's family felt that not enough was being done to capture Stephen's killers. [Nelson Mandela](#), the president of South Africa at the time, met with his family and called on the police to do more. Although some suspects were charged with Stephen's murder, these charges were dropped before a trial could happen. That's because the people making the decision to take the suspects to trial didn't think that there was enough evidence to prove they murdered Stephen.

In August 2020, the Metropolitan police declared the investigation into Stephen's death "inactive". They said "all identified lines of inquiry have been completed", which means no one else can be taken to trial and held responsible for Stephen's death unless the case is later reopened. In the months and years that followed Stephen's murder, Stephen's mum and dad kept fighting for justice for their son. Many people believed the police treated Stephen's case differently because he was black - and that some officers acted in a [racist](#) way.

A big inquiry into Stephen's killing and the police investigation was held, and in 1999 it found that the Metropolitan police were 'institutionally racist'. This means that racist attitudes and beliefs were seen as normal in the Metropolitan police, and affected how they investigated Stephen's murder.

In 2012, two of the original suspects in Stephen's killing, Gary Dobson and David Norris, were found guilty of his murder and sent to prison, after new evidence was found. Although there were other suspects in Stephen's murder, the Metropolitan police have now closed 'active' investigations. They've said they will look into any new information that emerges later on. Despite the outcome, Stephen's mother, Baroness Doreen Lawrence, has said she'll continue to seek justice for her son. "Whilst the Metropolitan Police have given up, I never will," she said. "I am truly disappointed that those others who were equally responsible... may not be brought to justice."

For many people, Stephen's murder and the investigation into it by the police showed that there was still a lot of racism in Britain. Stephen's father, Dr Neville Lawrence, said that his son's murder "opened the country's eyes" to racism. Doreen Lawrence set up a charity in his name to give other young people the opportunities that Stephen missed out on.

Use the information to decide whether each statement is true or false. Use an F for False statements and a T for True statements.

1. Institutionalised racism is where racial discrimination is seen as normal behaviour within organisations within society.
2. Stephen Lawrence Day is on the 2 nd of April.
3. Stephen Lawrence was a black teenager living in Manchester.
4. Stephen was killed in 1993 when he was just 18 years old in a racist attack.
5. Stephen Lawrence day is to celebrate his life and legacy and help to inspire a more inclusive society.
6. The police did not carry out the investigation into his death as they would have done for a white person.
7. It did not take any campaigning after his death to show that the police had racist attitudes. His family found it easy to get justice.
8. In 2012 finally two of the original suspects were found guilty of his murder and sent to prison.
9. Stephen's murder and the investigation shows that there is still racism in Britain.
10. His family have given up now in the fight for justice. Like the police.

Revision: Justice

Year 8 Knowledge Organiser for the end of year exams - Ethics/Justice/Buddhism

In the exam you won't have any notes, you are not allowed your books. You need to make sure you revise and learn your key terms and concepts as well as the different views. All that you need to know is on this revision guide.

Ethics and Morality: (Unit 1)

Absolute morality—This is the belief that if an action is right or wrong, it is always right or wrong, no matter what the circumstances or consequences.

Relative morality—This is the belief that an action can sometimes be wrong but in other circumstances it may be right depending on the circumstances or consequences

Humanism - Humanists have a positive view of Humans and think we can make our own moral decisions based on reason, personal experience and history. They do not believe in God, an afterlife or Holy Books.

Christianity and the Golden Rule— The Golden Rule teaches that we should treat others as we would want to be treated. **Secular**

Golden Rule—The Golden Rule. About 2,500 years ago the great Chinese thinker, Confucius, said 'Do not do to others what you would not like for yourself'.

Criticism of the Golden Rule—One criticism of the Golden Rule is that it doesn't take into account people's likes and dislikes. Sometimes people don't want to be treated in the way you want to be treated. They want to be treated in the way THEY want to be treated.

Consequentialists—Consequentialists claim that an action is morally right if the consequences or outcome of the action is of benefit to others.

Teleology - moral theory based on 'telos' or ends or consequences.

Utilitarianism - Jeremy Bentham devised this theory. He argued that all human beings were motivated by **pleasure and pain**, and so he can be called a hedonist. (hedone is Greek for Pleasure).

Principle of Utility—The rightness or wrongness of an action is determined by its 'utility' or usefulness. An action is useful if it generates happiness rather than pain. (Bentham)

Greatest Happiness Principle- 'An action is right if it produces the greatest good for the greatest number'

Hedonic Calculus—Bentham developed the Hedonic Calculus which can be used to weigh up the pain and pleasure generated by available moral actions to find the best option. It considers 7 factors such as its duration.

Bentham and Equality—Bentham **believed in equality** – this was a **really radical idea at the time**. Bentham said that one person's happiness was to count as equal to another person's happiness. Bentham famously said '**Everybody to count for one, nobody for more than one**'

Strengths of Utilitarianism: Utilitarianism is fair. **Every person is worth the same** 'Each person is to count for one, and no person for more than one'. Bentham. **No actions are forbidden so you can always act in a really difficult or extreme situation** e.g. like in a war.

Weaknesses of Utilitarianism: Utilitarianism requires the **need to predict future consequences** and this always lacks certainty. **No action is forbidden but some actions are simply morally wrong**- P. Pettit (a scholar) argued that it could justify murder or other horrendous acts if it was seen to bring about the greatest happiness for the greatest number. **The minority are also not considered** – you do what is best for the majority.

Mill's Utilitarianism: Decisions should be based on the quality of happiness rather than quantity to prevent the minority being abused. Mill famously said '**It is better to be a human being dissatisfied than a pig satisfied**'.

Higher Pleasures—of the Mind

Lower Pleasures - of the body.

Deontology - from the Greek 'deon' meaning **duty**. Moral actions are right or wrong in themselves.

Kantian Deontology - Kant proposed perhaps the most famous deontological theory.

Moral Law—Kant believed that there **was a moral law that we can discover through reason**. We should follow the moral law to carry out moral actions.

Duty - **our motivation for actions should be our duty**—our duty was to follow the moral law and we discovered the moral law by using our reason.

Reason-- our ability to think things through and make moral decisions.

Universal Law—Kant **argues an action is right if it can be universalised and applied to everyone**.

People as Ends in themselves— Kant **believed that people should only be treated as an end not as a means to an end**. They shouldn't be used for our benefit.

The Categorical Imperative—this is what Kant says should determine moral decisions. This is a rule or imperative that doesn't change. Two of the formulations are the universal law and people as ends in themselves.

Strengths of deontology: People are not exploited or used. They are valued in and of themselves. This is real justice

Weaknesses of deontology: The consequences do matter, they are what affects us.

We cannot get rid of our emotions when we make decisions. Kant rejects acting out of compassion (Bowie). We are motivated by more than duty.

Justice and Equality (Unit 2)

Discrimination (action) - Acting on a prejudice. **Putting a prejudice into action.**

Prejudice (thought) -Thinking that certain people/cultures are better than others. (Pre-judge)

Inequality - When people **don't have the same rights** and opportunities.

Equality - The idea that **everyone should have the same** rights and opportunities

Racism - prejudice or discrimination against people **based on their race.**

Sexism – prejudice or discrimination against **people based on gender.**

Justice - **The act of bringing about what is right and fair – Fairness**

Injustice - Lack of fairness. **An unjust act.**

Christian Beliefs on Justice: Agape and the Good Samaritan

Christians are also taught to promote justice and fairness.

One Key teaching Jesus gives about Equality is in the story of the Good Samaritan. Jesus is asked **'Who is my Neighbour?'** In response he tells **the story of the Good Samaritan.** The story teaches that you all should be given help because traditionally Jews and Samaritans had been enemies. The story was really radical – Jesus was telling them to help anyone in need because everyone was equally valuable – even their enemies should be helped! This is the concept of **Agape love** – to give and love others without expecting anything in return. Agape love is self-giving and not selfish. It is the kind of love Jesus is talking about when he tells them to **'Love one another as I have loved you'**.

Muslim Beliefs on Justice: Zakat

The word *zakat* means **'purification' or 'cleansing'**. **Giving zakat purifies both a Muslim's wealth**, as well as the person's spirit. **It also makes things more equal and stops people being greedy.** Muslims are taught that once they have brought the things that are essential e.g. food, clothing and shelter, **then they should give 2.5% of any surplus income.**

Zakat is calculated on your surplus Income. If you don't have enough for your family you wouldn't pay it. If you have a lot of extra money then you would give 2.5% of what you have after you have taken basic needs. The Hadith (Saying of the Prophet Muhammad Teaches) **'He who eats and drinks while his brother goes hungry, is not one of us'**. **Hadith**

Sikh Beliefs on Justice: Sewa and Langar Kitchens

Sewa = Selfless service – Helping someone without wanting anything back. **Sikhs show that people are equal by serving everyone.**

Langar Kitchens – Sikh kitchen that give out free food to anyone who needs/wants it. Equality is shown in the Langar as **everyone eats the same food** – it is vegetarian so anyone can eat it. **Everyone sits on the floor together** to show that no one is more important than anyone else.

There are 3 forms of Sewa:

TAN: Physical Service -*Using the body e.g. cleaning the Gurdwara*

MAN: Mental Service -*Using the mind e.g. Teaching the Guru Granth Sahib*

DHAN: Material Service -*Giving up something e.g. giving away money to charity.*

The Transatlantic Slave Trade

Ships left Europe carrying items like guns, cloth, alcohol and metal. These ships landed on the west coast of Africa and exchanged these goods with tribal lords. **In return, the African tribal lords gave the European people African slaves. These ships loaded up with slaves and sailed to America and the West Indies.** Here the slaves were forced to work on sugar, cotton, tobacco and/or cocoa plantations. The Americans then sold these products in Britain and Europe where they were very popular.



Slavery and the Abolitionists

Abolitionist – Someone who worked to end slavery.

Olaudah Equiano was a former enslaved African, seaman and merchant who wrote a book depicting the horrors of slavery and lobbied Parliament for its abolition.

William Wilberforce was an English politician who became the voice of the abolition movement in Parliament.

Toussaint L'Ouverture was the leader of history's largest slave revolt. Throughout the period, there were revolts on plantations but his was the most serious and led to a major change on a French colony in the West Indies. In 1791 the slaves' rebelled and French and British forces tried to put the revolt down but were defeated and L'Ouverture led the slaves to freedom.

Mary Prince was born into slavery in Bermuda and was transported to Britain to work as a servant. She was the first Black woman to publish her experiences as a slave and played a huge role in the push towards the Emancipation Act of 1833, which abolished slavery in most parts of the British Empire.

How was European slavery different?

The European slaver traders were all Christians. **Jesus taught that slavery was wrong and that no human should ever be treated as property.** Because of this slavery in Europe was illegal. There was so much money to be made in the slave trade though and **the Europeans needed a reason to enslave Africans. So they argued that Africans were "sub-human" and were born to be slaves.** The knock on effect of this was that this racism continued long after slavery had ended in the United States

Harriet Tubman – Freed slaves from plantations in the USA. She risked returning time after time (13 times) even though she was already free herself.

The End of Slavery in the USA - President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. This meant that all slaves were free in the USA but this did not mean that life was now easy or equal for black Americans. **They went on to face segregation and discrimination long after the war had ended.**

Jim Crowe Laws – Laws in the USA enforced after slavery to **segregate** (separate in society) black people and white people. This included different schools, hospitals, cinemas and transport.

Segregation – separation of people in society based on skin colour (different schools/toilets/drinking fountains etc)

Rosa Parks and the Montgomery Bus Boycott - Rosa Parks' Bus Boycott in Montgomery Alabama sparked one of the most important movements in history; **the Civil Rights Movement.** Rosa had proven that if the African American communities resisted segregation peacefully that they could win and bring an end to unjust laws. **When she refused to move and was arrested lots of people refused to use the bus until it was desegregated. They walked to work or car shared. Eventually the city gave in and desegregated the buses.**

Civil Rights Movement – Rosa Parks inspired key figures of the movement such as **one of the leaders Martin Luther King** and Ella Baker. After years of peaceful protest and struggle the civil rights movement achieved its core goal; to end segregation in the USA. **In 1964, 8 years after Rosa's protest, President Lyndon B. Johnson signed the civil rights act which officially ended segregation in the USA.** Of course, this did not mean racism ended. To this day the black communities of America face injustice and Equality.

Racism in the Modern World –Stephen Lawrence The murder of Stephen Lawrence was one of the most famous cases in British legal history. After the 5 people who murdered Stephen were found innocent an investigation was carried out that found many cases of institutional racism (Racism that is part of a system) within the metropolitan police (London city police).

Buddhism and Ethics (Unit 3)

The Story of the Buddha: Buddhism was founded by **Siddhartha Gautama**. Siddhartha was born into a privileged ruling family, but he decided to turn away from his life of comfort to find **spiritual awareness**. For **Buddhists**, the life of the Buddha and his teachings are an important source of **wisdom** and **authority**, informing their beliefs and ways of life. Siddhartha, who later became "**The Buddha**", taught a radically different message that focused on a change in **lifestyle** and **did not focus on any God**. Through learning about his life, his path to his **enlightenment** and other teachings, it is possible to understand the origins of Buddhism and the influence that the Buddha has on Buddhists today.

The Four Sights: These are the things that Siddhartha saw when he left the palace after a life of seeing no suffering or pain. He leaves his sheltered life and sees:

An old person - Siddhartha had never before seen an old person. He asked his chariot driver, Channa, what he was looking at. Channa explained that when people get older, they physically decline.

A sick person - when Siddhartha saw an ill person by the side of the road, he was upset as he had never before seen anyone who was ill. Channa explained that, during their lives, people get ill.

A dead person - the third sight was a dead person being carried. Channa explained that everyone dies eventually.

A holy man (ascetic) who lived a life of self-denial, was the fourth sight. This person made Siddhartha curious, because the holy man was looking to understand truth.

The Point of the Four Sights: Siddhartha realises that his sheltered life was not real and that the reality of the world was one of pain and suffering. He understands now that no one can escape suffering, everyone will grow old, become ill and eventually die. He was amazed at how calm the holy man was and decided that he wanted to join him in his search for the truth about life and hopefully a **solution to suffering**.

After seeing the four sights Siddhartha joins the Holy man on his search and spends many years fasting. **He realises that having too much (when he was a Prince) was not good for him but also that fasting and having nothing at all taught him nothing about the world. He realises that living a balanced life is what must be best; he calls this the Middle Way.** The Buddha then famously sits under the **Bodhi Tree** and after much **meditation** achieves **Enlightenment (understanding the truth of the world)**.