

Amgueddfa Cymru - National Museum Wales



Preparing for the Global Citizenship Mini Challenge



PREPARING YOUR PERSONAL STANDPOINT AND RAISING AWARENESS ACTIVITY

These activities will help you to prepare for the Mini Challenge. They are designed to be used with the associated Source Pack.

You are challenged to prepare a **Personal Standpoint** and **Raising Awareness** activity on the issue of **Poverty** and **Child Labour** in the mining industry in Wales

Your **Personal Standpoint** must include:

- Information on the political, economic, social, technological, legal and environmental aspects (**PESTLE**) of the issue
- Your personal views about the issue of **Poverty** and **Child Labour**, commenting on the **credibility or reliability** of sources you refer to

EXPLORING THE ISSUE OF CHILD LABOUR AND POVERTY IN THE MINING INDUSTRY IN WALES

ACTIVITY 1: UNDERSTANDING AND USING PESTLE

This activity will help you to learn to identify the political, economic, social, technological and environmental aspects of this issue. First of all study the table below.

| | |
|----------------------|---|
| POLITICAL | The views and actions of governments and politicians |
| ECONOMIC | The attitudes and actions of parents and employers |
| SOCIAL | Social, cultural and religious beliefs in some communities |
| TECHNOLOGICAL | The need to use child labour because of the technology, machinery or equipment in mines |
| LEGAL | Laws relating to child labour and how effective they were |
| ENVIRONMENTAL | Impact of the mining industry on the environment |

1. Study Source 1. Find a sentence or information from this source which refers to each of the PESTLE factors and place it alongside its correct statement in the PESTLE table below.

| | |
|---------------|--|
| Political | |
| Economic | |
| Social | |
| Technological | |
| Legal | |
| Environmental | |

2. Using Sources 1 and 2 write a report on the reasons for child labour in the mines of south Wales in the 19th century. Include in your report reasons relating to each of the PESTLE factors.

ACTIVITY 2: UNDERSTANDING ATTITUDES AND POINTS OF VIEW

When trying to understand how and why people did things in the past it is important to try to empathise with them, which means seeing things from their point of view. Gaining an understanding of the attitudes of people in the past to child labour will help us to understand the practice today.

1. Study Source 4, in which William Thomas recalls his life as a young miner in the 1930s – about one hundred years after the evidence in the Mines Report of 1842
2. This tells us a lot about the reasons young boys went to work in the mines from the age of 14 and how people in the mining community felt about it
3. Answer the six questions in each section of the interview
4. Discuss your answers with your classmates, adding to your notes any good points you missed
5. Using the evidence of William Thomas to complete this short report

Unpleasant aspects of his life as a young miner

Reasons his father sent William to work in the local colliery at the age of only 14

Reasons William Thomas did not seem to be angry or upset by his life as a young miner

- i. In the court of history should anyone be held accountable by historians for the practice of child labour in the coalmines of Wales in the past 200 years?

ACTIVITY 3: ANALYSING SOURCES

You will know from your history lessons how important it is to consider the reliability of sources. You must demonstrate that you can analyse sources effectively when producing your personal standpoint. This activity will test your ability to analyse sources.

How reliable is the Mines Report?

Study the following sources.

Source 1: Mines Commissioner Robert Hugh Franks who reported on the Dinas Colliery in 1842

The air-door boy is generally from 5 to 11 years of age. His post in the mine is at the side of the air-door and his business is to open it for the haulier, with his horse and tram to pass and then to close the door after them. In some pits the situation of these poor things is distressing. With his solitary candle, cramped with cold and wet and not half-fed, the pit child, deprived of light and air, passes his silent day, His or her wages are 6d. to 8d. per day. Surely one would suppose nothing but hard poverty could induce a parent so to sacrifice the physical and moral existence of his child! Yet I have found such to be the case, arising as greatly from the greed as from the poverty of parents.

Source 2: Walter Coffin, owner of the Dinas Colliery

Inspectors reported that Coffin employed 81 children under the age of 13, nearly 1/3rd of the workforce.

There is a school attached to the colliery. A payment of 2d. in the pound is stopped at the pay table for the support of that school and 1d. in the pound is stopped for the medical gentleman who attends the workpeople.

Source 3: Philip Davis aged 10, haulier

I have been driving horses below ground for three years and was 12 months before at a trap-door. When at the traps I used frequently to fall asleep. I work 12 hours. I would go to school if the work were not so long but I cannot go now as I have to work all night as well as the days shifts.

[Cannot read. Much neglected. In appearance, sickly.]

ACTIVITY 3 *continued*

Source 4: William Isaac, 11 years old, air-door keeper

The workings here are well ventilated... They are entered by shafts. No loss of life has ever occurred in our mines by the machinery....The main ways are about five feet high and the thickness of the seam of coal we are now working is about three feet, about 42 fathoms (80 metres) from the surface of the earth. We have some inflammable gas in our pits, but no accidents have arisen from firedamp or choke damp. One man was killed within the last two years. It was in sinking a new pit and he fell off a stage in the middle to the bottom of the pit. We have no females employed in our workings nor do we use the girdle and chain.

The youngest age at which children are employed with us is about eight years of age and their occupation is generally attending the air-doors. They appear healthy but they certainly should not be employed at an earlier age.

Source 5: Thomas Hays, collier

There are very few accidents here. The mines are well ventilated. There was a very serious explosion about two years since when three men were killed.

Source 6: Matthew Lewis, 11 years old, collier

He began to work at seven years old. He works 12 hours daily, sometimes longer. He is wrought (works) near to the 30 inch vein. He was burned by firedamp three years ago when at the air-door and laid aside for six months. He was attended by Mr. Evan Davis, the medical attendant and he was, he believes, paid by Mr. Coffin. The pain was very great. Several others were burnt, one almost to death. He feels very sore at times from the new skin being very tender.

Spells a little in Welsh but does not understand a word of English.

ACTIVITY 3 *continued*

Source 6: Matthew Lewis, 11 years old, collier

He has to keep the air-doors in the coal mine. He goes down the shaft at four and five in the morning and returns at five or six at night. He frequently works night. He has been four years below ground and was burned by firedamp 20 months since and laid idle for 18 months. He only returned to the pit two months since.

The accident took place from a collier incautiously entering an old working with his candle near the roof. Several were burned and the horse which brought up the train of carts was killed. He takes bread and cheese down. He was at day school before he worked in the mine and had learned the reading but has forgotten it all now or nearly so.

[Neglected. The whole skin of the face burned and had a very disagreeable appearance. The eyes were much inflamed.]

Source 7: Thomas Slatheral , 11 years old, collier

He began work at eight years of age. His father took me to claim his dram [an extra cart of coal allowed to colliers who take their own boys down]. He picks coal and fetches tools and candles for father and he can earn 6s. to 7s. weekly. He never has been hurt. He has not been to school.

* The sources use old style 'imperial' measurements and pre-decimalisation terms for money. Compare these with modern monetary values.

ACTIVITY 3 *continued*

Can you analyse the credibility of these sources?

- i. *What evidence is there in these sources that children worked long hours?*
- ii. *What evidence is there that working conditions were bad?*
- iii. *What evidence is there that children were often involved in accidents underground?*
- iv. *What evidence is there that Walter Coffin cared about his workers?*
- v. *How reliable is the evidence of*
 - *the children in these sources*
 - *Walter Coffin*
 - *Robert Franks*

Use the table below to help with your analysis of the sources.

Using each of the sources above and if you wish any other sources from the Mines Report of 1842, answer the following question.

How reliable was the Mines Report of 1842?

| | |
|--|---|
| How useful is the source? | What information can you get from this source? Is this information detailed or limited in any way? |
| What reasons are there to believe the source? | What makes this a believable and reliable source? Is it, for example, an official government document, first-hand evidence of an eye-witness or in agreement with other reliable sources? |
| Are there any reasons to doubt the source? | Could the source or parts of it be unreliable, for example, be inaccurate, lies, biased or exaggerated? Do other sources disagree and are these more reliable? |

ACTIVITY 4: CHILDREN IN COAL MINING TODAY

Study the sources on children working in the coal mining industry in India today.

- i. The sources refer to the reasons children are still employed in coal mining in India, the impact this work has on the Meghalaya State area and the lives of the people who live there. Find a sentence or information from these sources that refers to each of the PESTLE factors and place it alongside its correct statement in the PESTLE table below.
- ii. How reliable is the report by the National Geographic photographer Robb Kendrick in Source 7, as evidence of the existence of child labour in north eastern India?
- iii. How reliable is the evidence of the state mining minister in Source 10?

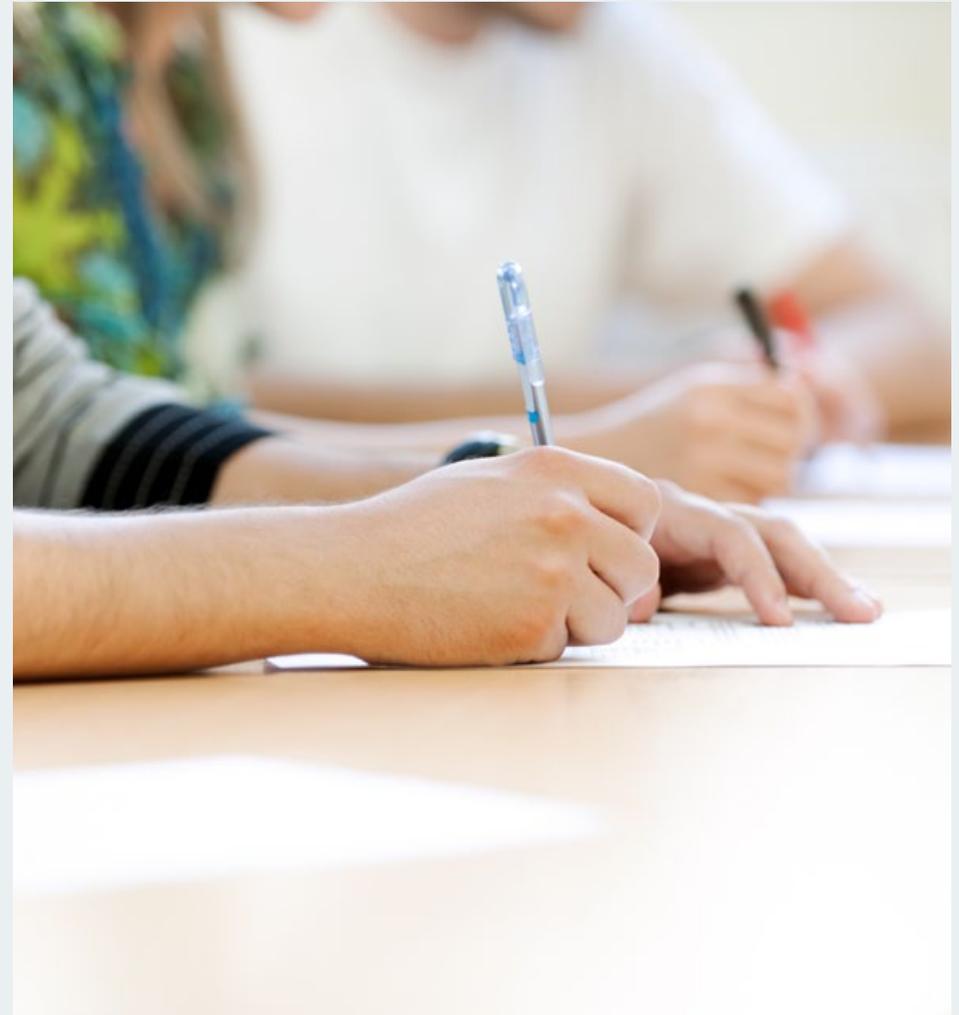
| | |
|---------------|--|
| Political | |
| Economic | |
| Social | |
| Technological | |
| Legal | |
| Environmental | |

ACTIVITY 5: WRITING A PERSONAL STANDPOINT

Prepare a personal standpoint on the issue of slavery and inequality in Thailand (at least 3-4 sides of A4). You may draw on any of the information or sources you have studied.

Remember to include:

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- Information on the political, economic, social, technological, legal and environmental (**PESTLE**) aspects of the issue
 - Your personal views about the issue of **Poverty** and **Child Labour**
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ACTIVITY 5 *continued*

Possible Plan: Start by gathering some evidence and making some notes from the sources

Reasons children have been employed in coal mining. What you think about this and who is to blame?

| Source | Reliability (Why should you trust or not trust it?) | Useful information or quotes |
|--------|---|------------------------------|
| | | |
| | | |

Working conditions. What you think about this and who is to blame?

| Source | Reliability (Why should you trust or not trust it?) | Useful information or quotes |
|--------|---|------------------------------|
| | | |
| | | |

ACTIVITY 5 *continued*

Living conditions and the environment. What you think about this and who is to blame?

| Source | Reliability (Why should you trust or not trust it?) | Useful information or quotes |
|--------|---|------------------------------|
| | | |
| | | |

Impact of laws against child labour in mines. What you think about this and who is to blame?

| Source | Reliability (Why should you trust or not trust it?) | Useful information or quotes |
|--------|---|------------------------------|
| | | |
| | | |

ACTIVITY 5 *continued*

What you think should be done about this issue today?

ACTIVITY 6: RAISING AWARENESS ACTIVITY

Develop and implement as an individual or a team (consisting of 3-6 members) a raising awareness activity on slavery and inequality for younger students.

Produce your ideas for a **Raising Awareness Pack** including evidence demonstrating:

- how you came up with your ideas for **Raising Awareness**
- how and why you selected the best idea
- your plans for how the idea could be developed and carried out
- details of any appropriate problem solving and decision making techniques that you will need to learn, develop and use
- the materials and resources you will need

A visit to Big Pit will give you an excellent idea of how museums Raise Awareness through their use of resources and the way they present history.



AMIGUEDDFA CYMRU



AMGUEDDFA CYMRU GLOBAL CITIZENSHIP MINI CHALLENGE

You are challenged to explore the issue of **Poverty** and **Child Labour** in the modern world.

In preparation for this Mini Challenge you have studied sources and visited museums that have given you a good understanding of the issue of children employed in the mining industry.

You are now ready to complete the Amgueddfa Cymru Global Citizenship Mini Challenge by exploring this issue in a variety of other industries and countries in the modern world.