

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 **Slavery and Inequality**.

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 **Inequality**, commenting on the **credibility or reliability** of sources you refer to

EXPLORING THE ISSUE OF POVERTY, INEQUALITY AND PROTEST IN THE WELSH SLATE INDUSTRY

ACTIVITY 1: ANALYSING SOURCES

This activity will test your ability to analyse sources.

You will know from your history lessons how important it is to be able to analyse sources and to extract information from them. You must demonstrate that you can analyse sources effectively when producing your personal standpoint. When analysing sources it is also very important to consider how credible or reliable the sources are and to what extent you can trust the information contained in them.

1. Study Sources 8 and 9. What evidence is there in these sources to suggest that working conditions for quarrymen were very harsh and dangerous?
2. Study Sources 5 and 6. What evidence is there in these sources to explain the low life expectancy of the quarrymen?
3. Study Sources 1 and 3. What were the main differences between the life led by Lord Penrhyn and those of his quarrymen?
4. Study Source 1. What were the main causes of the Great Penrhyn Strike?
5. What evidence is there in Sources 1, 11 and 12 of bad feeling between the men on strike and those who accepted Lord Penrhyn's pay and conditions and went back to work?
6. What evidence is there in Sources 10 and 12 that the authorities wanted to see peace restored and an end to the Penrhyn strike?

ACTIVITY 1

7. How reliable are Sources 7 and 13? Use the table below to help with a detailed analysis of the reliability of each of these sources

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 2: UNDERSTANDING AND USING PESTLE

This activity will help you to learn to identify the political, economic, social, technological and environmental (PESTLE) aspects of this issue.

Study Sources 1-12 in the Source Pack. Complete the table below by stating in the column on the right hand side, information from these sources which relate to each of the PESTLE factors.

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
POLITICAL	The views and actions of governments and politicians	
ECONOMIC	Matters of business and making money	

ACTIVITY 2

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
SOCIAL	Social and religious factors that influenced the quarrymen	
TECHNOLOGICAL	The equipment and methods used in slate quarries	
LEGAL	Laws and maintenance of law and order	
ENVIRONMENTAL	Impact of slate industry on the environment	

POVERTY, INEQUALITY AND PROTEST IN MODERN CAMBODIA

ACTIVITY 3: ANALYSING SOURCES

You will know from your history lessons how important it is to be able to analyse sources and to extract information from them. You must demonstrate that you can analyse sources effectively when producing your personal standpoint. When analysing sources it is also very important to consider how credible or reliable the sources are and to what extent you can trust the information contained in them.

Study the sources in the pack relating to modern slavery and answer the following questions:

1. Study Source 1. What evidence is there in Sources 1 and 2 of the poor living conditions of textile or garment workers in Cambodia?
2. A living wage is the amount an individual needs to earn to ensure adequate food, shelter and other basics needed for a normal life. What evidence is there in Sources 1 and 7 that garment workers are not paid a living wage?
3. Study Source 3. Give two reasons why a huge garment industry is based in Cambodia
4. Study Sources 3 and 4. Who could be blamed for the low pay and poor working conditions of garment workers in Cambodia?
5. What evidence is there in Sources 5 and 6 of the use of violence by the police against the protesters?
6. What evidence is there in Sources 5 and 6 of the use of violence by the protesters themselves?
7. What according to Source 5 were the reasons the government was so keen to end the protests?
8. How reliable and trustworthy are the:
 - (i) accounts of the events as told to the Phnom Penh Post in Source 7
 - (ii) the Police statements on the events in Phnom Penh

ACTIVITY 3

Use the table below to help with a detailed analysis of the reliability of each of these sources.

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: UNDERSTANDING AND USING PESTLE

This activity will help you to learn to identify the political, economic, social, technological and environmental (PESTLE) aspects of this issue.

Study the sources about poverty and inequality in Cambodia. Complete the table below by stating in the column on the right hand side, information from these sources which relates to each of the PESTLE factors.

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
POLITICAL	The views and actions of governments and politicians	
ECONOMIC	Matters of business and making money	

ACTIVITY 4

PESTLE	DEFINITION	EXAMPLES FROM SOURCE PACK
SOCIAL	Living and working conditions	
TECHNOLOGICAL	Technology used by protesters and police	
LEGAL	Human rights, laws and the police	
ENVIRONMENTAL	Impact of the protests on the environment	

ACTIVITY 5: WRITING A PERSONAL STANDPOINT

Prepare a personal standpoint on the issue of poverty, inequality and protest in Cambodia (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, Inequality** and protest in Cambodia
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Possible Plan:

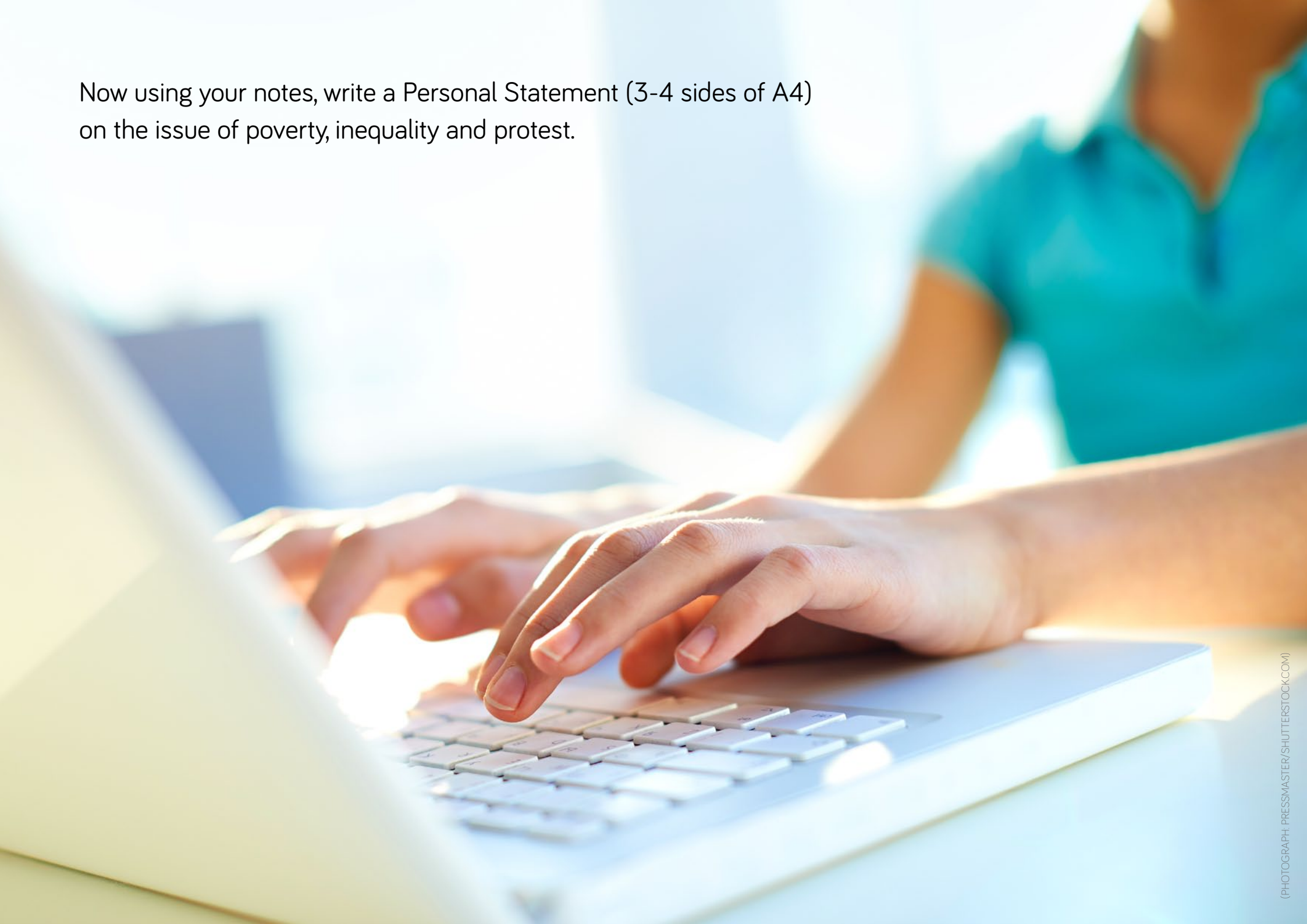
Start by making some notes from the sources. Find information and write about:

- The garment industry in Cambodia, who makes money from this and what you think about it?
- Reasons for the poverty and inequality in the garment industry in Cambodia. What you think about this and who is to blame?
- Protests against the low pay and working conditions in the clothing industry in Cambodia and your view on these protests

IMPORTANT!

- » Comment on the reliability of the sources and how far you can trust the information in them
- » Make sure you refer to each of the PESTLE factors i.e. political, economic, social, technological, legal and environmental aspects of the issue

Now using your notes, write a Personal Statement (3-4 sides of A4) on the issue of poverty, inequality and protest.



ACTIVITY 6: RAISING AWARENESS ACTIVITY

Develop and implement as an individual or a team (consisting of 3-6 members) a raising awareness activity on poverty, inequality and protest 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 the National Slate Museum or any of the other museums of Amgueddfa Cymru will give you an excellent idea of how museums raise awareness of issues through their use resources and the way they present history.





AMGUEDDFA CYMRU GLOBAL CITIZENSHIP MINI CHALLENGE

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

In preparation for this Mini Challenge you have studied sources and visited museum sites which have given you a good understanding of the issue of poverty and inequality based on the slate industry in Wales in the 19th century and the clothing industry in Cambodia today. You are now ready to complete the Amgueddfa Cymru Global Citizenship Mini Challenge by exploring this issue through similar topics and countries in the modern world.