
DIARY OF A VICTORIAN CHILD WORKER

1 Title of the unit:

The Industrial Revolution: where and when it started; causes and principal features; other technological revolutions connected; social changing; lower classes conditions; environment consequences.

2 Title of the lesson:

Children working conditions: focus on sources.

3 Prior achievements:

CONTENT:

In order to achieve the aims of this lesson, the students already can:

- read on their own a simple text in English;
- recognize an historical source;
- find historical elements in a source (in Italian they have to be confident with *laboratorio storico*).

LANGUAGE:

In order to achieve the aims of this lesson, the students already can:

- recognize past tenses and passive forms;
- know time and causative prepositions and linkers, at least in their use;
- summarize (rewrite) a short text using synonyms (helped by a monolingual dictionary or by teacher scaffolding).

4 Goals of the lesson:

After this lesson learners have more materials to analyze the social situation of Industrial Revolution period and have a base to make their own idea of their peer conditions in that age.

5 Historical analysis of the lesson:

This lesson is planned within unit on Industrial Revolution. It is the fourth lesson of that unit. In the previous lessons an interactive approach is used.

First lesson focus is on framing the period. The elements are:

- definition of the word "revolution";
- agricultural revolution;
- science and technology progresses.

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The second lesson is focused on political and social features of England in XVIII Century and the third lesson is about Transportation revolution. The following lesson (fifth one) is a discussion about children working conditions based on content of sources that were analyzed in the fourth lesson. Each group presents its source/sources. Teacher provides continuous scaffolding, writing down at the blackboard or at the interactive board a map linking main points.

In all lessons learners work in groups with subject tools as an historical map, a time line, primary and secondary sources (primary ones are most of all iconic sources, secondary are short texts taken from English History books for same aged kids).

6 Foreign language analysis of the lesson

As for most CLIL lessons in History, the students need to be familiar with the passive and past tenses. The topic provides wide opportunities to practice words that describe technological machines. Students are expected to use the specific language of the texts and the worksheets that teacher gives them (CALPS instead of BICS).

At the beginning of the lesson, the teacher anticipates possible difficulties by naming the unknown words and expressions that students will find in the sources. Scaffolding will be provided by a glossary/grid, to be individually completed. In the texts, verb forms are highlighted in different colors (red for past simple, blue for passive, green for participle/gerund used as phrase, violet for modals).

7 Analysis of the structure and method of the lesson:

The lesson is a case study: *"It has focused on the development and application of methods which are more likely to raise students' interest, facilitate cognitive and metacognitive activity, creativity and reflective thinking"*¹; "[...] most of the materials will be provided by the historical researcher in focus. His (sensibly reconstructed) research question(s) set the starting point of students' investigation. The students are responsible for the design of the investigation themselves. Instructional material and teachers' guidance support them for planning and conveying their own investigations as well as interpreting their

¹ Case Studies for Teaching and Learning with History and Philosophy of Science - Exemplary Results of the HIPST Project in Germany, Andreas Henke, Dietmar Höttecke, Falk Riess, Paper presented at the Tenth International History, Philosophy, and Science Teaching Conference University of Notre Dame South Bend, USA June 24-28, 2009.

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results”². The learner-centered approach is completed by experiential learning (*learning by doing*).

Working in pair or in group of four helps learners to improve their skills with the **scaffolding** of peer tutoring, as the *socio-constructivism pedagogy* suggests. In organizing the groups, the teacher takes care of **special needs**, making peer tutoring a chance for learners to be helped by others. The best opportunity would be using a tablet for each couple/group in order to give the learners digital paper to work with helpful tools.

Teacher is a guide who walks around, listens group interaction, gives help and takes notes about work progress in an observation grid discussed with learners at the beginning of the unit.

8 Overview of the lesson

Lesson:

time	type of lesson	activity
10'	brainstorming	Warm up (eventually helped by Padlet) to recap specific vocabulary done during the previous lessons.
10'	listening	Learners listen to the sources by the YouTube video. At the end teacher answers them what are they about (it means making contextual point of activity).
10'	discussion	Teacher helps sources comprehension by showing some historical images about factories, children workers, machines...
30'	work in couple	Teacher gives a piece of source for each couple (dividing a page of diary in two couples) with the grid who can help them to understand the text and the questions. Each couple has to read, complete grid and give answers.

²Case Studies for Teaching and Learning with History and Philosophy of Science - Exemplary Results of the HIPST Project in Germany, Andreas Henke, Dietmar Höttecke, Falk Riess, Paper presented at the Tenth International History, Philosophy, and Science Teaching Conference University of Notre Dame South Bend, USA June 24-28, 2009.

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time	type of lesson	activity
30'	work in group of 4	<p>Learners who have worked on the same source discuss about the content of the text they have analysed and then rewrite the text and comment it.</p> <p>*Second and third couple have a whole source each. They are the easier ones, and in group activity they will work together making a comparison between the two sources.</p> <p>**Third source is the most difficult one. Teacher chooses some more experienced learners, since it is more challenging than the other texts.</p> <p>***In totals, students will work on 6 texts. This implies that more than one pair/group will have to work on the same source. learners and more than one group of four works on same source. In the following lesson, they will compare their outcomes.</p>

Materials:

Learners need pens and paper. It could be better having tablets to watch video, have the sources and the hand sheet, look at the online monolingual dictionary and write their tasks. If they can access to ICT in class, they will post their rewriting with personal opinions online (i.e. in Google Classroom or Edmodo, virtual environment made for education). There they can start a discussion on the activities carried out in the classroom. Teacher can post a self-assessment questionnaire to improve metacognition and awareness of own progression.

9 Sources:

Video: "*Imaginary diary of a Victorian child worker.*"

https://youtu.be/SV3JO_RYIDE

Source: YouTube, posted by Molescroft Primary School.

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Images from <http://www.bbc.co.uk/schools/primaryhistory/>



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Appendix:

Members names

Date _____

Industrial Revolution

Lesson 4th

The diary of Alexander Reid (Part One)

Date, 21st December 1865

This morning me and my brother Sydney, **woke up** to a cold bowl of mush. Then, still **yearning**, we **began** the 6 mile walk to the cotton mill. We **were dressed** in just short and t-shirt and it **was** the middle of the winter.

We **were** 10 minutes late for work and **get whipped** by the sly faced Mr Maurice Vickers, the overlooker. We **were** then **forced** onto a bench and **started** to weave. I **made** two jumpers in the morning and **was rewarded** with 10 minutes extra lunch break. After a 15 minutes break, we **started** to work again. After one hour of working the machines **stopped** and the cleaner **was** under neat.

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
woke up to a cold bowl of mush	food eaten at breakfast.		
yearning	strong feeling that you get when you want something very much.		
mill	factory where a product such as cotton, wool, or steel is made.		
whip	food that is whipped has had air mixed into it (i.e. whipped cream with strawberry).		
sly	showing disapproval.		
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		

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Specific Word	English Explication From MacMillan Dictionary	Italian synonym	My Personal interpretation
bench	a hard seat for two or more people, usually outside in a public place.		
to weave	to make cloth on a machine called loom .		
jumpers	a warm piece of clothing, usually made of wool, that you pull over your head and that covers your upper body and arms.		
to reward	to give someone something as a reward, for example praise, success, or money.		
to be under neat	to rush under the machine to clean it quickly. (*teacher definition)		

B. Answer the questions:

1. Who was Sydney?
2. How was Alexander and Sydney breakfast?
3. How long was Alexander's way to reach cotton mill?
4. What season was?
5. How was Alexander and Sydney dressed?
6. Who was Mr Maurice?
7. What made him angry?
8. What was Alexander and Sydney's job?
9. How long was their lunch break?
10. Why the machines stopped?

C. Rewrite the text using your words to explain the contents and give your opinion about the story you have read.

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Industrial Revolution

Lesson 4th

The diary of Alexander Reid (Part two)

Date, 21st December 1865

One of them (machines cleaner) **was** my friend, Victor Ford. When the overlooker **shouted** "out" he **must** leave not heard because he **was** still inside when the machine **started** again. He **managed** to get out, but **lost** two fingers in the process.

I **worked** an extra two hours and **was rewarded** with 3 extra shillings. I **was angry, sad and scared** of the overlooker for what had happened (era accaduto) to Victor. When I **got** home I **was relieved** after the long hard day at work. We **had tea** and **play** a game. I **had fun** for the first time in weeks. I am happy and I am looking forward to a nice and blissful sleep.

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		
to manage	to succeed in (riuscire a) doing something, especially something that needs a lot of effort or skill		
to reward	to give someone something as a reward, for example praise, success, or money.		
shilling	a small unit of money that was used in the UK until 1971.		
scared	frightened, or worried		
relieved	happy and relaxed because something bad has not happened or because a bad situation has ended.		

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B. Answer the questions:

1. What was Victor's job?
2. Who was the overlooker?
3. What happened to Viktor Ford when the overlooker said "out"?
4. Why didn't he leave when the overlooker shouted?
5. How many extra hours did Alexander work?
6. How much did he receive for his extra job?
7. How did he feel after work?
8. Who scared him? Why?
9. What did he make happy?

C. Rewrite the text using your words to explain the contents and give your opinion about the story you have read.

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Industrial Revolution

Lesson 4th

The diary of Violet Scott

Thursday 25th November 1848

Today **was** like every other work day. **Waking** up at 4:30 and **eating** breakfast. It **wasn't** a proper breakfast, just a slice of bread. At least it **was** something.

We **started** work at 5:00. Every crucial stitch **was** exhausting and after about 5 hours work I **cut** my finger in the machines. A vast amount of blood **spilled** out and the overlooker **got mad**. He **started** shouting and **swung** his cane 3 times.

I **did** overtime to get a couple of shillings. I **was angry**, exhausted and proud after 19 hours of work. Every day I **grow** more worried. *My pay will go down. I hope that day will never come (uso del futuro ipotetico).*

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
proper	suitable for the purpose or situation		
stich	probably stick (push something long and thin into or through something else)		
exhausting	maybe <i>exhausting</i> , that means making you feel extremely tired and without energy		
vast amount	a lot (*teacher definition)		
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		
swung (simple past of <i>swing</i>)	to move, or to make something move, backwards and forwards or from one side to another.		

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Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
cane	a stick used for punishing children in schools.		
overtime	extra hours that someone works at their job.		
shilling	a small unit of money that was used in the UK until 1971.		

B. Answer the questions:

1. What time did Violet wake up at?
2. How was her breakfast? Was she satisfied of it?
3. What time did her work start at?
4. What was Violet's job?
5. What happened after 5 hours work?
6. Who is the overlooker?
7. What did he do when Violet got hurt?
8. What "shilling" means in your opinion?
9. How many hours did she work in a day?
10. What was her worry?

C. Compare your source with the one of group 3 and rewrite together the two texts using your words to explain the contents and give your opinion about the story you have read.

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Industrial Revolution

Lesson 4th

The diary of Sidney Goldsmith

Date, 29th December 1849

Same old morning, **woke up** at 5 am. Me and my brother (Alexander) **set out** on our 4 mile trek to the cotton mill.

We **got** to work, John Taylor **got caned** for being 10 minutes late, shortly after that, he **cut** two fingers off, there **was** blood everywhere, the overlooker **yelled** at him for crying I **wanted** to punch him.

Mr Thomson **was** in a good mood today because he **gave** me and Alexander a 10 minutes break, we **played** catch with a rock. It **was** the most fun I have in years.

Mr Thomson **caned** me for sleeping just before supper (dinner). Supper **was** awful (bad) again it **was** gravel and bread. But I **was** proud of my days work.

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
to sit out	to stay until the end of something, especially something unpleasant		
trek	walk that seems long and difficult		
to be caned	to be punished by a cane (*teacher definition)		
cane	a stick used for punishing children in schools.		
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		

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Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
to yell	to say something in a loud voice, or to make a loud noise because you are angry, afraid, excited, or in pain.		
to punch	to hit someone or something with your fist (=closed hand).		
mood	the way that someone is feeling, for example whether they are happy, sad, or angry [good mood means happy, *teacher definition]		
catch	an act of stopping and holding an object moving through the air, especially a ball		
gravel	small pieces of stone used for making paths and roads.		

B. Answer the questions:

1. What time did Sydney wake up at?
2. How long was his way to reach cotton mill?
3. What happened to John Taylor?
4. Who is the overlooker?
5. What did he do with John and how did Sydney feel about it?
6. How did Mr Thomton behave towards Alexander and Sydney?
7. How did Sydney feel when he could have a break to play?
8. What happened before supper?
9. How was the supper?
10. How did Sydney feel at the end of his working day?

C. Compare your source with the one of group 2 and rewrite together the two texts using your words to explain the contents and give your opinion about the story you have read.

DIARY OF A VICTORIAN CHILD WORKER

Members names

Date

Industrial Revolution

Lesson 4th

The diary of Victor Goldsmith (Part 1) Year -

1849, Month - December, Day - Wednesday

Today, I **travelled** to the mine with my brother Sydney, the 7 mile journey gruelling. When we **arrived**, we **were greeted** by beating by Mr Crowberry, the overlooker, **opening** and **closing** doors all day **was** very **tiring**. The only good thing **was** I **was** with my brother. I **tripped** and **cut** my foot open, I **could** feel it festering with muddy watery stuff. It **started** looking up when we **found** a body that had 16 parthings in the pocket and some warm clothes on it.

After a one hour break for lunch we **turned** back and **returned** to our jobs, our bones **were feeling** (past continuous) weary and we **requested** for a break and a mane cane unforgivingly by the overlooker. I **felt** like **killing** him to death. It **was** only 3:50 pm and we **finished** at 11:59 pm. I hate it. My friend Antony Ford **was** almost **crushed** but I **pulled** him out just in time. He's a very eccentric person, but a good friend. My brother does most of his work in the factory, but today he **came** to the mine with me. He is a good brother and works hard with me to bring in money.

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
mine	a large hole or tunnel in the ground from which people take coal, gold etc.		
gruelling	very difficult and involving a lot of continuous effort.		
beating	the act of hitting someone hard a number of times in a fight or as a punishment.		

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Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		
to trip	to hit your foot on something and fall down		
festering	it becomes infected		
to look up	to get better		
*parthings	could be "patching": to patch means to cover a hole in clothes by sewing a patch over it		
weary	very tired, especially because of hard work or activity.		
mane	the long hair on the neck of a horse or lion.		
cane	a stick used for punishing children in schools.		

B. Answer the questions:

1. What was Victor's job?
2. Who was Sydney?
3. How long was his way to reach it?
4. Who is the overlooker?
5. What accident happened to Victor during his working day?
6. What was overlooker's reaction when Victor asked him a break?
7. What did Victor feel?
8. Who was Antony Ford?
9. Where was Sydney used to working?
10. Why did that two brothers work?

C. Rewrite the text using your words to explain the contents and give your opinion about the story you have read.

DIARY OF A VICTORIAN CHILD WORKER

Members names

Date _____

Industrial Revolution

Lesson 4th

The diary of Victor Goldsmith (Part 2) Year -

1849, Month - December, Day - Wednesday

Today one of the overlooker **was killed** by a rouge cart, one of the miners **became** a ersatz overlooker.

Because he **had** once **been (era stato)** a miner, he **wasn't** so strict like the others are. It's still only 4:10pm, another 7 hours 49 minutes until the works over. These working conditions are inadequate, after this work I have to go to the cotton mill with Sydney: these working hours are ridiculous, I just want to be rich and have no troubles.

When our mine shift **had** finally **finished (era finito)**, we **went** to help out at the factory with the boss who we **knew** very well, he **gave** us 4 shillings in generosity. We are not very poor, but we are still on the edge of it. We **had** 3 hours sleep I am heading back to the mine hoping for a "good" day.

A. Complete the grid:

Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		
overlooker (= person who overlooks)	to overlook is to have a view of something from above.		
rouge	could be "rogue" that means: rogue member of a group does not behave in the same way as its other members and is considered dangerous.		
cart	a vehicle with four wheels and no roof that is used for carrying things.		
ersatz	used instead of something better or more expensive.		

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Specific Word	English Explication From Macmillan Dictionary	Italian Synonym	My Personal Interpretation
miner	who works in a mine.		
mine	a large hole or tunnel in the ground from which people take coal, gold etc.		
strict	someone who is strict has definite rules that they expect people to obey completely.		
mill	factory where a product such as cotton, wool, or steel is made.		
shift	a period of work time.		
shilling	a small unit of money that was used in the UK until 1971.		
on the edge	very near to something (*teacher definition).		

B. Answer the questions:

1. What happened to the overlooker?
2. What had the new overlooked done before?
3. What was the consequences of that?
4. What time did Victor's working day end?
5. What did he think about his working conditions?
6. What would he want in his life?
7. How much were they payed for extra working hours?
8. What does "in the edge" mean in our opinion?
9. What reason did Victor and Sydney work for?
10. How many hours did Victor sleep?

C. Rewrite the text using your words to explain the contents and give your opinion about the story you have read.