

1. Title: What has changed?

2. Knowledge and didactic objectives

- *Know the situation of the English working-class at the beginning of the industrial revolution.*
- *Manage historical sources.*
- *Conduct inquiries outside the classroom.*
- *Work cooperatively in teams*
- *Assess the achievements of the labor movement in improving working conditions.*
- *Reflect on these conditions at present and soon.*

3. Timing

2 sessions.
50 minutes each session.
(+ homework)

4. Grouping of students

Small groups (4-5 students)

5. Historical thinking skills

- *Historical perspectives*
- *Change and Continuity*
- *Historical evidences*
- *Ethical dimension of the history*

6. Development or sequence of the activity

Session 1: *The teacher presents and develops the changes and social consequences of the industrial revolution. After that, the teacher will divide the students into groups of 4-5 people and will provide them with two texts about English workers at the beginning of the 19th century, specifically the laws that prohibited unions and the performance of the Luddites in front of the machines.*

The groups of students must read the texts and talk among themselves to obtain a common position that they will present to the teacher and the rest of their classmates. After the exposition of all the groups of students, the teacher asks each student to interview at home their grandparents, parents, other relatives, or neighbors about their current working conditions, if they are like those of two hundred years ago, if they understand the Luddites, if they would react like them or what they would do in

a similar position, etc. All the answers should be written down in a notebook or even recorded a short video of each interview.

Session 2: Meeting again in the same groups, each student presents the results to their classmates and together they try to offer a group response to the rest of the class. When all the groups have presented, the teacher will ask them to prepare a final report summing up the conclusions they have reached after the teaching explanations, the reading of the texts, the interviews, and the oral exchange with their classmates. The report must be delivered to the teacher the following session.

7. Assessment techniques and instruments

The evaluation is going to be continuous and formative.

The teacher will prepare a simple rubric to evaluate the work:

Item	A – Done	B - Regular	C – Not reached
Use of historical sources			
Teamwork			
Reflection on the changes and permanence in the situation of the working class			
Presentation of the final report			

8. Complementary resources (web links, bibliography for students, visits to heritage elements, press news, videos, documentaries, etc..).

- <https://www.marxists.org/archive/marx/works/download/pdf/condition-working-class-england.pdf> (Condition of the Working Class in England by Friedrich Engels).

- *Daens* (Belgian period drama film tells the true story of Adolf Daens, a Catholic priest in Aalst who strives to improve the miserable working conditions in the local factories).

- Child labour images

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https://en.wikipedia.org/wiki/Child_labour#/media/File:Mill_Children_in_Macon_2.jpg

- http://2.bp.blogspot.com/_B4hGeMY1TIE/TNlJza-eQnl/AAAAAAAAA0/bZajitFX0IA/s1600/ni%C3%B1os+pobres+revoluci%C3%B3n+industrial.jpg

- <https://futuroa.blogspot.com/2017/03/tema-no-2-administracion-revolucion.html>)

9. Annexes



Historical evidences (texts):

The Combination Act of 1800

I... Whereas it is expedient to explain and amend an Act [39 Geo. III, c. 81]...to prevent unlawful combinations of workmen ... be it enacted ... that from ... the passing of this Act, the said Act shall be repealed; and that all contracts, covenants and agreements whatsoever ... at any time ... heretofore made ... between any journeymen manufacturers or other persons ... for obtaining an advance of wages of them or any of them, or any other journeymen manufacturers or workmen, or other persons in any manufacture, trade or business, or for lessening or altering their or any of their usual hours or nine of working, or for decreasing the quantity of work (save and except any contract made or to be made between any master and his journeyman or manufacturer, for or on account of the work or service of such journeyman or manufacturer with whom such contract may be made), or for preventing or hindering any person or persons from employing whomsoever he, she, or they shall think proper to employ ... or for controlling or anyway affecting any person or persons carrying on any manufacture, trade or business, in the conduct or management thereof, shall be ... illegal, null and void....

II.... No journeyman, workman or other person shall at any time after the passing of this Act make or enter into, or be concerned in the making of or entering into any such contract, covenant or agreement, in writing or not in writing ... and every ... workman ... who, after the passing of this Act, shall be guilty of any of the said offences, being thereof lawfully convicted, upon his own confession, or the oath or oaths of one or more credible witness or witnesses, before any two justices of the Peace ... within three calendar months next after the offence shall have been committed, shall, by order of such justices, be committed to and confined in the common gaol, within his or their jurisdiction, for any time not exceeding 3 calendar months, or at the discretion of such justices shall be committed to some House of Correction within the same jurisdiction, there to remain and to be kept to hard labour for any time not exceeding 2 calendar months

9th March 1812: Letter from "Ned Ludd Clerk" addressed "To Mr Smith Shearing Frame Holder at Hill End Yorkshire"

To Mr Smith Shearing Frame Holder at Hill End Yorkshire.

Sir



Information has just been given in that you are a holder of those detestable Shearing Frames, and I was desired by my Men to write to you and give you fair Warning to pull them down, and for that purpose I desire you will now understand I am now writing to you. you will take Notice that if they are not taken down by the end of next Week, I will detach one of my Lieutenants with at least 300 Men to destroy them and furthermore take Notice that if you give us the Trouble of coming so far we will increase your misfortune by burning your Buildings down to Ashes and if you have Impudence to fire upon any of my Men, they have orders to murder you, & burn all your Housing, you will have the Goodness to your Neighbours to inform them that the same fate awaits them if their Frames are not speedily taken down...

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