

1. Title “Child labour then and now”

2. Knowledge and didactic objectives

Knowledge

- Guilds in the Ancient Regime.
- Social inequality.
- Life cycle and social progress.
- Child labour then and now.

Didactic objectives

- Extract information from an iconographic source.
- Extract information from written historical source.
- Ask questions based on information from a source.
- Reflecting on child labour then and now.
- Reflecting on social progress in the ancient regime and today
- Research collaboratively.
- Search for and analyse information through digital media.
- To write a report on the results of the research.
- Respecting the right to speak.
- Express oneself correctly in the language in oral and written form.

3. Timing

110
minutes.

4. Grouping of students

Couples and large group.

5. Historical thinking skills

- Source analysis (iconographic resources).
- Identification of causes and consequences.
- Analysis of change and permanence.
- Historical empathy.
- Ethical dimension.

6. Development or sequence of the activity

Development phase

Task 1: Introduction of the activity

The teacher explains to the large group:



In Ancient Regime Europe a guild system developed which established three levels of trades: apprentices, journeymen, and masters. Children who wanted to learn a trade started working as apprentices around the age of fourteen or even earlier, depending on the trade. At this age, in the Ancient Regime and according to Roman law, children were considered adults. Therefore, they could marry, have children, go to war, and carry out trades. Apprentices who began to work signed a contract for a few years with a master craftsman, who was the person who taught them the work. In many cases, apprentices could live in the master's house. In the Ancient Regime it was common for houses to serve as both residence and workplace.

Apprentices were paid little or nothing for their work when they lived in their master's house. By contract they were only required to perform the tasks associated with the trade, but in fact they also worked doing household chores. Then, students in pairs must make a comprehensive reading of the following printed and iconographic sources (Annexes I to VI) and answer the following questions:

- 1.- Analyses Annexes I and II. What were the guilds, and what levels of workers were there? (10 min).
- 2.- Analyses Annexes I, II and III. How were the trainees treated? Why? (10 min).
- 3.- Make a table (25 min), in which you identify and explain the similarities and differences between the images in Annexes II-VI.
- 4.- Throughout his or her life cycle, a person passed through apprentice, journeyman and master in ancient regime society. At the social level, could he abandon his social status and become a nobleman? Do you think it is easier or more difficult to progress socially nowadays? (10 min)
- 4.- At what age can you start working today in your country, and is it the same in all countries of the world? Look for countries that have different working ages and locate them on a world map (40 min).
- 5.- Why do you think child labour exists today? (15 min).

7. Assessment techniques and instruments

-Evaluation during the activity: using the technique of observation of the student's analytical work in the classroom and their participation in the debate.

Evaluation instrument: teacher's diary or registration form.

-Evaluation at the end of the activity: using the assessment of written activities.

Assessment instrument: student's notebook.

Assessment criteria:

- Extract information from an iconographic source.
- Ask questions based on information from a source.
- Reflect on child labour today.
- Reflect on fair trade.
- Knows the Sustainable Development Goals related to child labour.
- Proposes solutions to solve problems.
- Work collaboratively.
- Search and analyse information through digital media.
- Write a report on the results of research.
- Respects the right to speak.
- Expresses him/herself correctly in the language orally and in writing.

The rating items are qualitative. There are three levels: insufficient, adequate and very good.

8. Complementary resources

-Video "Child labor in the Industrial Revolution" by History Crunch (6'31").

Retrieved from: <https://bit.ly/2MpKSNC>

-Video "Global progress to end child labour has stalled" by International Labour Organization (1'08"). Retrieved from <https://bit.ly/3xxZJei>

9. Annexes

Annex I. The apprenticeship

Los castigan cruel e intempestivamente, no solo los maestros, sino también las maestras, sus hijos, parientes, vecinos y criados, pues todos parece que tienen derecho a ultrajar a aquel infeliz solo por haber tenido el honrado pensamiento de haberse puesto a aprender un oficio. Además de ocuparlos incesantemente en los ministerios [trabajos] más bajos y ajenos de la profesión, no les permiten asearse ni ponerse decentes aun cuando sus padres puedan: a muchos los matan a palos y hambre, y no les dan cama en la que dormir y el Aprendiz que no está peor acostumbrado, se ocupa todo el día en tener en brazos un niño.

Fuente: Reflexiones de D. Nicolás Fernández de Moratín sobre los oficios, en José Antonio NIETO SÁNCHEZ, *Artesanos y mercaderes: una historia social y económica de Madrid (1450-1850)*

English translation

They punish them cruelly and intemperately, not only by their teachers, but also by their mistresses, their children, relatives, neighbours and servants, for all seem to have the right to outrage the wretch just because he has had the honest thought of having set himself to learn a trade. Besides occupying them incessantly in the lowest and most unprofessional ministries [jobs], they do not allow them to clean themselves or get decent even when their parents can: many are beaten to death and starved, and are not given a bed to sleep in, and the Apprentice who is not worse accustomed, is occupied all day long in holding a child in his arms.

Source: Reflexiones de D. Nicolás Fernández de Moratín sobre los oficios, in José Antonio NIETO SÁNCHEZ, *Artesanos y mercaderes: una historia social y económica de Madrid (1450-1850)*.

Annex II. Textile guild house of the Middle Ages



Source: Image retrieved from <https://bit.ly/2o2W97d>



Annex III. Medieval tailoring





Source: Image retrieved from <https://bit.ly/3UcmCxF>

Annex IV. Child labour in an English textile factory in 1810.



Source: Engraving retrieved from <https://bit.ly/3S490mN>

Annex V. Children in an American spinning mill in 1908.



Source: Author Lewis Hine. Photograph retrieved from Pictorial Press Ltd /Alamy Stock photo. At <https://bit.ly/3S4Klsc>

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Annex VI. Child labour in a modern-day textile factory in Bangladesh



Source: Photo retrieved from <https://bit.ly/3qOa4Pj>

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