

## INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

**Victorian Britain 2**

Číslo projektu	CZ.1.07/1.5.00/34.0950
Kódování materiálu	VY_32_INOVACE_fcj_cjv30
Označení materiálu	cjv30_britain2.pdf
Název školy	Gymnázium Kladno
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Anotace	Scénář hodiny s pracovním listem k filmovému dokumentu The Children Who Built Victorian Britain Part 3
Předmět	Anglický jazyk
Tematická oblast	Anglická historie
Téma	Victorian Britain 2
Očekávané výstupy	Seznámení s další rolí dítěte ve Velké Británii v 19.století
Klíčová slova	scénář, film, child labour, dětská práce
Druh učebního materiálu	Scénář hodiny
Ročník	4.ročník osmiletého a 1.-2. ročník čtyřletého studia
Cílová skupina	Osmileté a čtyřleté gymnázium
Ověřeno	28.5.2014, O5
Pokud není uvedeno jinak, uvedený materiál je z vlastních zdrojů autora	

**Zdroje**

[ 1 ] BBC (Bev A). *The Children Who Built Victorian Britain Part 3* [youtube].  
videoukázka (15:00) 8.9.2011. Dostupné z: <http://youtu.be/LJAR9gPyvms>

**Metodický pokyn****Scénář hodiny**

Sledování videa *The Children Who Built Victorian Britain Part 3* předchází zhlédnutí  
1. části tohoto dokumentu.

Žáci si připomenou základní fakta o práci dětí v dobách průmyslové revoluce ve Velké  
Británii a také to, že se tento dokument opírá o konkrétní svědectví samotných dětí. Pak  
řeší cvičení, které se váže ke slovní zásobě ukázky.

Následuje patnáctiminutové video a po něm žáci řeší úkoly č.1 a 2 – a to buď individuál-  
ně nebo ve dvojicích či menších skupinách. Společně kontrolujeme odpovědi.



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### Before you watch

1 Remember what you have learnt about child labour in Britain (Part 1): why children had to work, who these children were, where they worked and what the working conditions were like.

2 What kinds of records or testimonies does the video present?

3 Pre-teaching vocabulary: read the following definitions and match them with these words:

**crew barracks intimidating to encounter docile selfless cattle sovereign burden missing  
sadler/saddler watercress innocence trade unions to propose a bill**

1 a plant which grows in water, often eaten raw in salads: .....

2 large farm animals like cows and bulls: .....

3 when someone does not know about the bad things that happen in life: .....

4 a group of people who work together, e.g. aboard a ship: .....

5 a person who makes saddles for horses: .....

6 making you feel frightened: .....

7 to prepare or plan a new law: .....

8 a building where soldiers live: .....

9 something difficult you have to deal with: .....

10 the opposite of *selfish*: .....

11 a British gold coin which was in use from 1817 to 1941: .....

12 an organization that represents workers and protects their rights: .....

13 to experience something unpleasant: .....

14 when someone has disappeared: .....

15 easy to influence or control: .....



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### After you watch

#### Task 1

Answer the following questions

- 1 Where were parish apprentices or children from the streets sent?
- 2 What were the first authentic records you heard about in the film?
- 3 Where were the boys trained?
- 4 How old were they? How old was William Rivers?
- 5 What kind of experience did they encounter?
- 6 Did they talk about it when they returned home?
- 7 What did William Parker describe in the letter to his parents?
- 8 Did bad experience make children mean or evil?
- 9 How did Alexander Sommerville help his little brother?
- 10 Who did children call a "good angel" ?
- 11 Why were they not fathers in many families?
- 12 Why were children considered to be better for work in factories than their fathers?
- 13 How did children feel about helping their families by earning some money?
- 14 Who started to change the perspective on children?
- 15 How can children change in the society of adults?
- 16 Was the report from factories by Andrew Ure M.D. true?
- 17 Why did British Parliament start to deal with child labour?
- 18 What other things influenced the view of the society on child labour?
- 19 When did John Hophouse first propose a bill restricting child labour?
- 20 What changes did he propose?

#### Task 2

Time for thinking

- 1 Consider the information you have learnt and say what kind of experience children should **never** encounter and why. For example, when boys witnessed killing people or had to work hard long hours, how could it affect their lives?
- 2 On the other hand, what kind of experience should children aged 6 – 14 get? What is necessary for their happy lives?



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### Solution

#### Before you watch

1 Children had to work for many reasons – mainly to help their poor families or as their duty while living in workhouses. They came from poor families or they were orphans whose parish sent them to work. These children, aged 7-8, worked in cotton mills, mines etc. Their working conditions were extremely hard, they worked for 12-14 hours a day with little food, little protection and no pay.

2 The documentary uses children's diaries, letters or biographies as testimonies of this situation.

3 Vocabulary

1 – watercress, 2 – cattle, 3 – innocence, 4 – crew, 5 – sadler/saddler, 6 – intimidating, 7 – to propose a bill, 8 – barracks, 9 – burden, 10 – selfless, 11 – sovereign, 12 – trade unions, 13 – to encounter, 14 – (be) missing, 15 – docile

#### After you watch

##### Task 1

- 1 They were sent on ships to fight (e.g. ship Victory).
- 2 William Rivers' diary, Prize Money register.
- 3 They were trained in barracks.
- 4 They were usually 13-14; Rivers was only six and a half.
- 5 They encountered death, horrors of war.
- 6 They did not usually speak about it.
- 7 He described a battle scene on the ship, people dying on board and in the sea.
- 8 No, they could be selfless, sympathetic and helpful.
- 9 At night after work, he mended his siblings' shoes, early in the morning he cleaned after cows and cattle to help his younger brother.
- 10 Their mothers.
- 11 Many of them died in Napoleonic wars, were missing, went away to work or fought on ships.
- 12 Children were cheaper labour and also more docile than adults.
- 13 They were proud and happy to help financially their families.
- 14 Romantic poets, e.g. Wordsworth.
- 15 They lose their innocence amongst the adults.
- 16 No, he reported that children were cheerful, not exhausted at all and even played after work.
- 17 Because the children who experienced work at an early age grew up and organized first trade unions.
- 18 The work of Ch. Dickens who wrote about his own experience in novels such as Oliver Twist or Nicholas Nickleby.
- 19 In 1831.
- 20 He proposed to limit the age for child work from 9-18 and a 12-hour working day.

##### Task 2

Students' own answers.