

Dales Children

Leadminers Helper



My name is Christopher but I am called Kit. It is 1832 and I live in Gunnerside near the head of Swaledale. I am 9 years old and I work for miners who bring lead ore out of the hillside. My job is to break up the rock and crush it into small pieces, I use a flat hammer called a bucker, and where I work is called a dressing floor. The finely-crushed rock is washed and the pieces containing lead, which is heavy, fall to the bottom and the lighter pieces which are just rock float away. It is important that I do the job properly because my mother is a widow and very poor, and the pennies I earn help feed us.

Role play and sorting
activity leading to
research.

Dales Children

This activity was developed with the help and specialist knowledge of Jane Hatcher, a historian, who has written many books on Yorkshire history. The next book to appear in September 2017 will be about Georgian Richmond in Yorkshire.

Last updated 31st December 2016

<http://www.collaborativelearning.org/daleschildren.pdf>

Teacher Notes

The characters could be used as an "Introduce Me" role play activity. Here is a link with a detailed account of this kind of activity:

www.collaborativelearning.org/transformations.pdf

Alternatively groups could sort their cards on to the sorting board enlarged to A3. They will discover that many children fit in more than one section, so they could have smaller versions of the sorting board to write the names of the children in the different sections.

These activities encourage children to do their own research and produce similar cards on other occupations which of course can then be used for role play and sorting by other children.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/daleschildren.pdf>

☆ Dales Children

Your set of cards tells you about the lives of different children living in the Yorkshire Dales in the 18th and 19th centuries. Where do they fit on this sorting board?

☆ Children who
are being
taught a skill.

☆ Children who
do dirty work.

☆ Children who
use water in
their work.

☆ Children who
work outside.

☆ Children who
have broken
the law.

☆ Children who
work indoors

Dales Children

Apprentice Shoemaker



My name is John, I am 16 years of age. When I was 13 I became an apprentice shoemaker in Richmond in the year 1778. My father John is a tailor who makes fashionable clothes for gentlemen in the town. My older brother has served six years as an apprentice with my father so he will be qualified next year, but my father did not need another apprentice so I decided to become a shoemaker, I think I shall make more money as people need more leather shoes than suits of clothes which last a lot longer.

Handknitter



My name is Hannah, I am 9 years old. It is 1800. I live at a little village called Blades high on the hill in Swaledale. I am a very good knitter, I make long socks which my mother can sell when she has a dozen pairs. She knits too, as do my two older brothers, they knit as they walk to work at the lead mines, we knit the socks on a set of four knitting needles which we clip into our belts. My father was a lead miner, but he died from the lung disease many of the miners get. Matty and Jimmy are not yet old enough to work underground, but they help on the surface.

Garden Hand



My name is Bill, I am 14 years old. It is 1901. I am the junior garden boy in a large walled garden which grows fruit, vegetables and flowers for the owner of Kiplin Hall, Admiral Walter Carpenter. One of the walls is heated by wood fires to ripen fruit growing on trees which are trained against the wall. We have peaches but I have never tasted one. One of my jobs is to look after the donkey which pulls a small cart loaded with animal manure to feed the ground. I have to make sure no one from the house is about before I lead it in by a special door in a hidden corner of the wall around the garden. Important people enter the garden through elegant wrought-iron gates.

Girl caught stealing



My name is Mary Ann, I am 14. It is 1842, I live in Richmond. Last Saturday I had to stand with my hands and head fastened in the pillory in the Market Place, it was my punishment because I had been found guilty of stealing a silk handkerchief. I had seen it hanging out of the pocket of a drunken man outside an inn, I thought he did not deserve to have it when he was in that state, and my mother who is very poor, could sell it for a shilling. The innkeeper saw me through the window and took me to court. It was very humiliating to have rotten vegetables thrown at me by people shopping in the market.



Maid

My name is Jane. I am 17 years old. It is 1871. I am very fortunate to be employed by the Earl of Zetland at Aske Hall, he does not employ children, and I am the youngest and most junior servant in his household, which has 22 indoor staff. There are also 20 men working in the stables but they do not live in the mansion. The senior servants are almost as grand as the family, and I have to keep out of sight of both. There are two more senior housemaids than me, and I must learn from them how to clean and dust carefully without breaking anything.

Stablehand



Curry comb for horses.



My name is Henry. I am 12 years old and it is 1841. I live at a coaching inn called 'The George' at Catterick Bridge. It is a very important coaching station on the Great North Road, and several times a day a stage coach arrives and I have to help unhitch the horses which have pulled it several miles and replace them with fresh horses from our stables. The tired horses have to be rubbed down and given food and water and made comfortable in the stables where they rest until the next day. Our inn lies alongside a very old bridge that crosses the River Swale and I see men wade in and catch fish to eat but I am not allowed to join them.

Schoolboy



My name is Ned. I am 13 years of age, it is 1845. I am at Richmond School, and I am a boarder living in the house of the headmaster, Rev James Tate. There are several other boys boarding here, and Mr and Mrs Tate have 7 children of his own to look after as well. I share a dormitory with a boy called Charles* who is very clever, he is good at Latin, and Maths, and he makes up lots of stories to amuse us, Mr Tate says he will be very famous one day, and go to university.
*Charles Lutwidge Dodgson, better known as Lewis Carroll

Apprentice Plasterer



My name is William and it is 1774, I am one year into my seven year apprenticeship as a plasterer in Richmond. My master, George Thompson, is very strict, but he is teaching me to create decorated ceilings in fashionable Georgian houses. My mother Anne is a widow, and she is very poor, but a charity gave me £4 to cover the cost of the legal contract for my training and to buy the tools of my trade. My father after whom I was named William was a stonecutter, he died when I was about 3, from getting stone dust on his lungs.

Homeworker



My name is Sarah, I am 13, I live at Grinton, it is 1875. I am the eldest of ten children, I have to help my mother look after my younger brothers and sisters. We are very poor because my father who works as a shepherd earns very little money, so we are often hungry. The Vicar's wife is very kind to us and sometimes sends us some stew otherwise we don't eat meat and sometimes I can help her in return by running messages for her.

Leadminers Helper



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Laundry Maid



My name is Margaret, I am 10 years old, it is 1794, and I work in Richmond for Mr John Robinson. I am an orphan, and I have been put to work helping his staff, so that I can live in and be fed. I have to help other women do the washing for the family, it is very hard work and I am not yet strong enough to lift heavy buckets of hot water, but I can help hang out the sheets to dry. We drape them over the hedges in the garden, and they dry nicely unless the gardener lights a bonfire and the smoke makes the washing dirty and smelly.

Black Servant



My name is Fortune Prince, I am 9 years old, it is 1817, I live at a large house called St Trinians near Easby. I was born in Madagascar into the family of the King, but I was captured by pirates and sold as a slave despite my royal birth. I was rescued by an Englishman, Captain James Jackson, who brought me to his house and trained me to be a servant. It is very fashionable for ladies of rank to have a black boy as an attendant and I have fine clothes to wear.

Flue Cleaner in Lead Smelting Mill



My name is George, I live In Arkengarthdale, I am 10 years old. It is 1825. I work at the mill where ore is smelted in vast hearths to become lead. The smoke from the smelting hearth is poisonous so it is carried by a long horizontal flue to a chimney. My job is to crawl into the flue and sweep the soot from the roof and sides into the bottom of it. Water is diverted into the flue to wash the soot back down to the mill, and it can be roasted to obtain some of the mineral, which is very valuable. It is a horrible job but I am lucky to have any work at my age.

Pauper



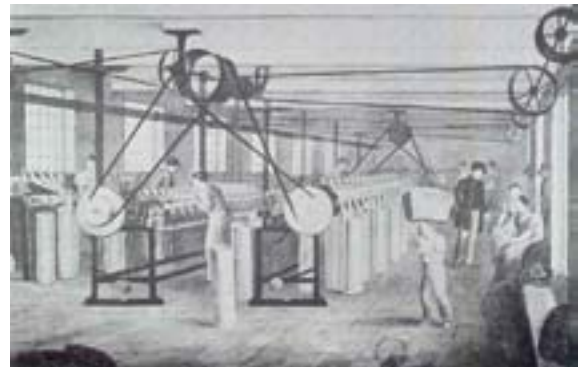
My name is Bessie, I am aged 10. It is 1854 and I live in the Workhouse at Reeth with my mother, because I have no father. My brother breaks stones for the road, I am learning to sew. We make our uniforms. The food provided is very boring, oatmeal porridge for breakfast, potatoes and suet pudding for our dinner, sometimes we have fatty bacon as a treat, and we also get some bread. I go to Sunday School at the chapel to learn to read the Bible. If I do well, I may get a place at the village school which takes girls as well as boys, and teaches writing and accounts. Otherwise I shall be sent away to Leeds to work in a mill.

Apprentice Sweep



My name is Thomas. I am aged 10. It is 1850. I live at Scorton. I am apprenticed to a chimney-sweep, and I have to climb inside the large chimneys of old houses to sweep down the soot. It is a very dirty job, but I'm not able to wash when I finish work because where we live is a long way from a tap, so we only carry water for drinking and there is none to heat up for washing. There is a Grammar School in Scorton, I see the boys carrying books, but I cannot read or write.

Apprentice Millworker



My names is Esther, I am 8 years old, it is 1820. I live in Richmond and attend the Industrial School for Girls. We are taught needlework and how to spin yarn, and occasionally we are given some lessons in reading, but it is considered more important for girls to have practical skills rather than book learning. My parents are both dead so the Poor Law placed me in the school where I can live in. I have been here a year already, and in a few years I will be sent away to a work in a spinning factory.