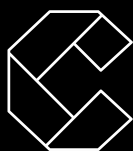


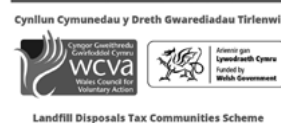
A Victorian Childhood in Conwy

Resource Box

Curriculum for Wales
(Can be differentiated for KS1, 2 & 3)



CANOLFAN
DDIWYLLIANT
CONWY
CULTURE
CENTRE



This challenge will draw out your pupils' research, creativity and communication skills, while providing a vibrant, fun and fulfilling learning experience.

The challenge has been set by the Conwy Culture Centre team.

'Mantle of the Expert' is an educational approach that uses imaginary contexts to generate purposeful and engaging activities for learning. We have taken some elements of this approach when developing these resources.

Curriculum for Wales

This resource has been developed to complement the Curriculum for Wales. Of the 12 pedagogical principles highlighted in 'Successful Futures', this resource:

- creates an authentic context for learning
- encourages learners to take responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration
- also encourages a wide range of teaching approaches, promotes problem-solving, creative and critical thinking, and utilises and reinforces cross-curricular learning across the six areas of learning.

This resource has been developed in pursuit of the four purposes of the curriculum, developing young people as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The six areas of learning and experience can be met by following and adapting our 'Mantle' approach within this resource. This approach encourages enterprising and creative contribution and the development of high-order skills that are in demand by employers.

Expressive Arts

There are opportunities to utilise the five disciplines of art, dance, drama, film and digital media, and music to physically, emotionally and socially engage. This 'Mantle' creates a meaningful experience that will explore diversity and cultural changes through local Welsh history. Knowledge, skills and values will be developed through the activities, enabling pupils to engage with issues that have shaped Wales and the world, and that will continue to have a bearing on their lives.

Health & Well-being

This 'Mantle' offers an insight into the social changes that have affected children through history. These contexts allow for debate and comparability discussions that can enable learners to understand and appreciate their own and others' experiences and reactions to social pressures and demands. This collaborative 'Mantle' provides learners with access to a realistic employment situation where they can learn about work and the skills that are of value in a workplace.

Humanities

This 'Mantle' provides a context and physical tools to immerse learners in the life of a Victorian child – what children experienced, heard, how they were treated and punished, how they worked, lived and played. All resources have been carefully chosen to paint a picture of the life, work and shape of society at this time. The historical context of this 'Mantle' will instil a sense of belonging by looking at similarities and differences in childhoods with 130 years of change between them.

Language, Literacy and Communication

This 'Mantle' will develop knowledge and skills in listening and reading, speaking and writing in both Welsh and English. The research and organisational responsibility, and creative writing and communication elements, will stimulate confidence and skills in an enterprising context.

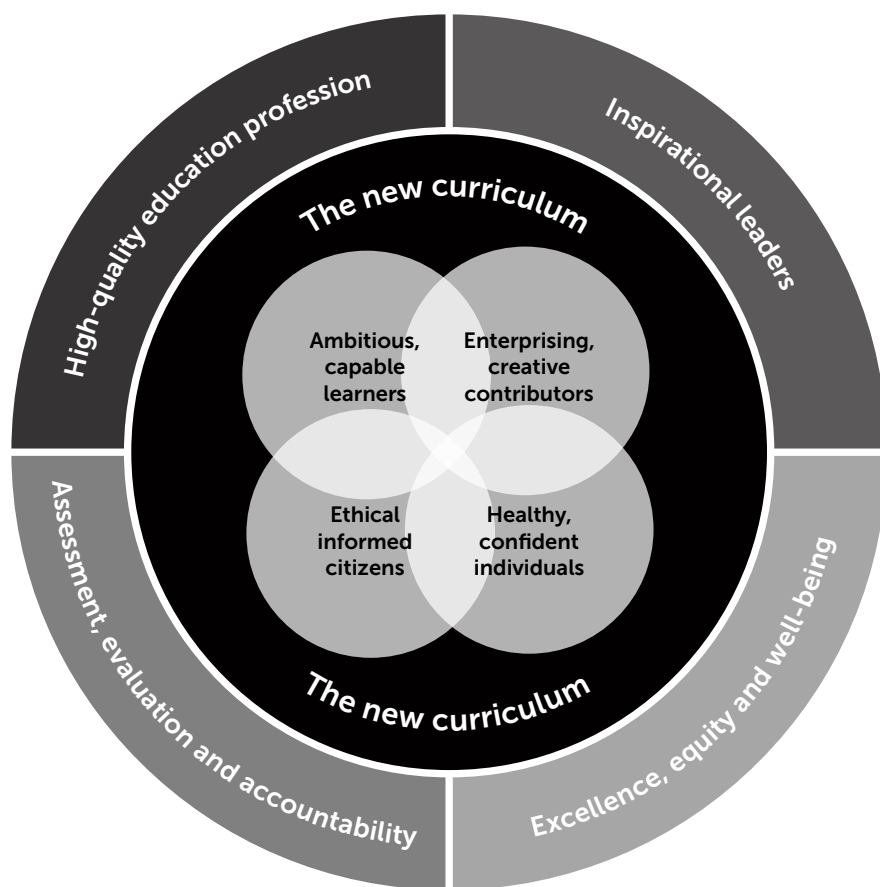
Mathematics and Numeracy

This enterprise 'Mantle' provides an opportunity for engaging in team and individual activities to utilise and improve maths knowledge and numeracy skills through real-life concepts – from research and planning to design and evaluation tasks, and from simple addition and subtraction (linked to the tithes for example) to tables, graphs and further interpretation of historical data.

Science and Technology

By using 'the eyes of a child' as the running constant throughout the story of Conwy's Victorian history, the learners have a unique opportunity to compare it to their modern-day life. Investigating materials, their properties and uses shows how technology advanced in the manufacturing industry. There is also a look into sanitation and living conditions, along with subsequent illnesses.

Our national mission is ambitious, innovative and confident.



“ *It is our collective responsibility to inspire, engage and motivate the next generation of learners as we bid to develop a brighter, more prosperous Wales. We live in challenging times and building a system of which we are all proud will not be easy. But our vision for education is unashamedly ambitious.*

Our nation needs compassionate and well-rounded individuals who not only have a strong grasp of literacy, numeracy and digital competency, but also the critical thinking skills, imagination and resilience to excel in – and create – the new jobs of tomorrow. We must ensure that every voice is heard, and no child is left behind. ”

Kirsty Williams - AM Cabinet Secretary for Education

The Client

Conwy Culture Centre is an innovative centre of excellence for culture, heritage and the arts in Conwy County, based on the previous site of Bodlondeb School in the town of Conwy.

The Centre contains the county archive, an area library, heritage exhibitions, a community arts hub, meeting room and café.

It's a great starting point to explore the rich story of Conwy County. The exhibitions on display take visitors through 5,000 years of history, complete with unique objects, beautiful works of art and family-friendly interactive interpretation.

A library and much more; this is a bolthole, a place to relax or get some work done. Somewhere to sit back and relax with a good book and a coffee. Ever tried your hand at local or family history research? Now is the perfect opportunity, with friendly staff available to help you get started.

The landscaped areas around the centre include a peaceful sensory garden, accessible paths and seating designed to be enjoyed by everyone including those with Dementia. You can listen to local voices telling their stories as you admire the medicinal plants in the physic planters – a link to the rich monastic history of Conwy before the castle.

The Challenge

Research, design and develop your own museum exhibition entitled 'Victorian life as a child in Conwy'. Present your exhibition proposal to the Conwy Culture Centre team.

The aim of this resource is to inspire new ideas, provide physical props for learning and a realistic scenario for adaptive learning. There is also the option to plan a visit to Conwy Culture Centre for the children to present the exhibition they have developed.

Activity suggestions are included to give you a head start when planning your cross-curricular 'Mantle'.

How do we find out what happened in the past? We have used lots of sources; Conwy archives, libraries, the internet, newspapers, photos, paintings, journals, logbooks, records... You have to be both an investigator, searching for evidence and clues, and also an interpreter, piecing together the information gathered and forming the most likely story. These alone are important skills that we hope to help you develop in your young learners. The activity suggestions have been developed to build further skills across the 6 Areas of Learning (AoL) and to enable children to develop to be the best they can be.

The objects for handling in this case are replicas of items that were used in many homes in the Victorian period. They are included to help to bring to life the experiences of John and his family and friends.

The Victorian Age began in 1837 when Queen Victoria came to the throne and ended in 1901 when her reign came to an end. It was a time of extreme poverty for some, and a time of exploration, invention and wealth for others.

John is based on a real boy who lived in Conwy town. John's diary is fictional but has been influenced by the vast collections of information available from this era. It has been written simply and to highlight some of the issues that affected life in North Wales. All of the events

discussed represent actual events that happened in the mid to late 1800s, which fits with the real John who was born in 1880 and who was therefore 11 years of age in 1891.

This 'Mantle' can be differentiated to suit varying ages and abilities across the whole school.

The following are suggested stages that you could follow. The correspondence from fictional Culture Centre manager Mari Jones is included; however, teachers may prefer to become a 'teacher in role' and act out the client's character.

The Client: Conwy Culture Centre Manager – Mari Jones

Disclaimer: Please note that the Culture Centre Manager, Mari Jones, is a character used for the purposes of this exercise as a catalyst for the exercise.

Brief: Research, design and develop your own museum exhibition entitled 'Victorian life as a child in Conwy'. Present your exhibition proposal to the Conwy Culture Centre team.

Children can work in groups and take on different roles and tasks.

We suggest that they design elements of the exhibition using a range of media – artefacts, documents, talks, demonstrations, film and games. Their elements are to be brought together as a complete and fluid exhibition of local history.

We have included some pages from John's diary. These can provide the starting point for research, providing context, background information and an overview of what was happening locally with some relevant UK context.

The handling objects and the suggested activities are included to fuel your imaginations and get you started on a fun learning journey to Victorian Conwy.

Although these resources can be used solely in school, Conwy Culture Centre would like to invite you to visit the Centre to present your work. Conwy Culture Centre staff are also available to help you and your students with any further research.

Email LIC@conwy.gov.uk

Useful Links:

<http://historypoints.org/index.php?page=conwy-county-borough>

<https://museum.wales/articles/2011-04-11/Children-in-Mines/>

<https://www.nationalarchives.gov.uk/education/resources/victorian-lives/>

https://www.dailymail.co.uk/travel/travel_news/article-4802648/Vinatge-postcards-reveal-landscapes-Victorian-Wales.html

The Mantle Process

Stage 1

Teacher receives an email from CCC Manager

We have recently been given some diary pages that a boy called John wrote about 130 years ago and we were hoping you could help us. We need a company to research, plan and deliver a new temporary bilingual exhibition for the Conwy Culture Centre. We would like the diary pages to inspire an exhibition of Victorian childhood in Conwy. We realise that this is a challenging task, but we have heard that you have a team of incredibly creative people who may just have the skills needed to come up with an amazing exhibition. We would like you to select 10 items to use to tell your story. If you are interested in this job, please provide a tender document which includes:

Company name, Job roles/Team roles, Method of delivery, Timescale of work

Regards

Mari Jones

Conwy Culture Centre Manager

Suggested activities:

- Class holds a meeting where they discuss how to set up a company, what the roles should be, how to select the roles
- They research how exhibitions are organised/structured. Do they work in organisational teams, for example a research team, writing team, illustrating team, design team, marketing team?
- Students write simple CVs
- Discuss the job and decide what will need to be done and how long it will take

Stage 2

Class prepares and sends the tender document to Conwy Culture Centre

Stage 3

Teacher receives reply to tender

Your proposal was outstanding, and we would like to hire your company to design our new exhibit. Enclosed are the diary pages, with an English translation, and some replica items. Please be aware that this collection is important and needs to be treated with great respect. We look forward to working with you.

Regards

Mari Jones

Conwy Culture Centre Manager

Suggested activities:

- Class formulates a plan for the arrival of items: where to open the items, where to store them, how to handle the items
- Children carefully examine the items to work out how they were used, and discuss what they could tell us about the past
- Are they simple to make? What materials are they made from? Natural or man-made materials? Made by hand or in a factory?
- Class discusses how to match them up with their descriptions and how to sort them for the exhibit

More advanced:

- Class researches Victorian Conwy to get further information and to design their exhibitions
- Groups prepare sketches, scripts, models of the exhibition elements
- Children write the text to accompany the exhibit

Stage 4

Class/company emails Conwy Culture Centre to say that the exhibition is designed and ready

Stage 5

Class/company receives an email from Conwy Culture Centre

Thank you for your email. We are very excited to hear that the exhibition is complete.

Many thanks for your hard work.

Regards

Mari Jones

Conwy Culture Centre Manager

Suggested activities:

- Class meets to discuss how to present the exhibition, and to prepare the presentations (this could be a combination of verbal presentation, drama using the items, videos etc.)
- They test out their exhibition and presentations by inviting guests (other classes/parents) to view the exhibition in school
- Evaluation forms are designed and given to guests. Feedback is collated and put into graphs for analysis. A report is produced
- Class discusses the findings in the report and makes any necessary changes to the exhibit/presentations
- Class writes an email to Conwy Culture Centre stating that the exhibition is completed, has been reviewed and is ready to be installed
- Children research promotional leaflets and design their own
- Class researches social media marketing and designs a schedule of posts

- They prepare an exhibition packing plan and the trip to Conwy Culture Centre to install their exhibit
- Class plans the unpacking at Conwy Culture Centre
- They rehearse their presentation

Stage 6

Class/company receives thank you email

*Many thanks for your recent work for Conwy Culture Centre.
The exhibition is a huge success.*

Regards

Mari Jones

Conwy Culture Centre Manager

The Diary Pages

Diary Page 1

January 18th 1891

I love Sundays because we go to chapel and Sunday school. It's great. I can talk to all my friends, in Welsh, and we can read the scriptures and listen to the old men chatting about the lessons in the Bible, the finest book in the world. Sometimes they argue over what things mean. We go to chapel almost every night for a service or lesson. I love singing too and hope to learn the Sol-fa soon.

Sunday is great because we're not 'turned out' of the house by Mam, with a bit of bread and butter for the day. Mam cooks us meat on Sunday. We don't get 'turned out' during the week if it's raining heavily; we get packed into the corner of the kitchen to play games.

We have the most amazing food cooked by Mam and her bread is the best. Sometimes on Sunday we'll all take some food to chapel and eat together, so we get to try different things.

Resources:

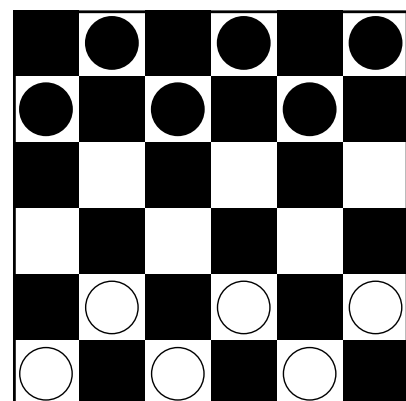
- Sir Henry Jones book
- Sir Henry Jones education pack
- Hymn book
- Yo-yo
- Marbles
- Diablo
- Acrobat
- Dominoes
- Draughts
- Ball
- Skipping rope (original)
- Wood block stilts
- Pull-along horse
- Spinning top

Note

- The Chapel provided a community hub and a sense of belonging.
- Every day, children were 'turned out' to play and then returned home for their evening meal.
- Sol-fa was a method of singing that focussed on sounds and syllables. 'Do-Re-Mi', a song from *The Sound of Music*, was inspired by the Sol-fa music teaching system which Maria used to teach the von Trapp family.

Activity Ideas:

- What do you think children did when they were 'turned out' of the house?
- What sort of games did they play when they could stay in the house on a rainy day? Play with the toys and games from the resource case.
- Learn the song 'Do-Re-Mi' and have a go at the harmonies.
- Use the toys to design experiments. How long can you keep the yo-yo going? How long can you keep the diabolo spinning? How many full turns of the skipping rope in 1 min, 2 mins...? Estimate, devise a method, measure and record results.
- Use **Dominoes for maths** <https://www.stem.org.uk/news-and-views/opinions/10-ways-use-dominoes-your-mathematics-classroom>
- Make your own mini draughts to make it easier for young learners. A reduction in the size of the game board (grid) and the number of pieces can provide the interest of 'real' draughts without the overwhelming number of possible moves.



Diary Page 2

February 14th 1891

Owen isn't in school again. His dad had an accident and he needs Owen to help on the farm to bring in some money. They're struggling, but he'll get another fine if it's reported.

They're bringing people in to work in all the local mines and quarries. Dad says the houses that workers are living in at Penrhyn are falling apart. There's slop water and sewage flowing down the hill. Dad says they've hired someone to empty the pail-closets and remove refuse. I wouldn't want that job. Mam says there will be fevers soon.

Owen's older brother Thomas is in trouble. He got 'twelve strokes of a birch rod by a constable' for stealing two guinea pigs. He's no help to his family. If he carries on offending, they might send him away to a reformatory school in England.

Another place I'm scared of ending up in is the workhouse. Mam says she's heard it's really dirty and people are treated badly. Mam bumped into Annie in town; she works there as the matron's assistant. Annie says there are 118 people living there at the moment, and lots of them are children. Some of the children, like David, come to my school; the workhouse pays paupers' fees so the school will take them. I feel sorry for the pauper children. They don't have any choice except to go to the workhouse if their parents haven't got enough money, otherwise they could starve.

Resources:

- Census record from Conway Workhouse, 1881
- Crime records
- Birch rod
- Sanitation posters
- School fee, fine records
- Cholera sign

Note

- The spelling of 'Conwy' has changed over the years; at this time Conwy is referred to as 'Conway' in many written sources of the period.
- Pail-closets = toilet buckets
- Birch rod = branches bound together from a birch tree
- Guinea pigs were popular pets
- School made compulsory but had to pay a fee
- Penalties and fines for missing school

Activities:

- Research the workhouse, plot graphs for the numbers of inmates over a period of time.

<http://www.workhouses.org.uk/Conway/>

<https://www.tes.com/teaching-resource/the-workhouse-6016912>

Diary Page 3

March 5th 1891

Was in school today. We only have one teacher, Mr Rees, for all 140 of us boys. Then he has the Pupil Teachers who help him, but they're only lads a bit older than me. Mr Rees teaches them and then they try to teach us. School lessons are in English, but we can't all speak English. I've heard that in some other places in Wales children can get into terrible trouble for speaking Welsh in school and they get given the wooden Welsh Not to hold. If you're the person holding the Welsh Not at the end of the day, you get the cane! My school doesn't mind too much if we speak Welsh and all of us in the choir were allowed to go to the Eisteddfod in Colwyn Bay.

Mam encourages me to write this diary; I learned to write in Welsh in Sunday school, and she wants me to practise. There are rumours that all schools are going to be inspected by a gentleman from London soon. I wonder what the inspector up from London will think of the Congo School.

Reverend Hughes is bringing black children from the Congo to learn Christianity. My dad said it's really hot where they come from. He says something is wrong because they have parties where they dress and dance strangely. He says there's going to be a scandal, but my mam thinks Reverend Hughes is really kind to bring them over and teach them scriptures.

My friend Owen's dad was up in court for not sending him to school. He got fined a whole 5 shillings.

Resources:

- Education in Conwy booklet
- Sir Henry Jones book
- Sir Henry Jones education pack
- Slate
- Abacus
- Welsh Not
- Handwriting
- Documents
- Photos

Note

- Every child had to have access to an elementary school. However, teacher training was poor; they had few resources and in Wales many were not allowed to speak Welsh as people in London thought it made the Welsh people 'troublemakers'. All manner of unusual people found themselves becoming teachers.
- The Welsh Not was a lump of lead or wood or a plaque worn to show that a child had spoken Welsh. Variations in style and punishment accompanied this practise.
- 5 shillings would have been £16.55 in today's money, but bear in mind the average wage for a labourer would have been about £60 a year or £4,000 in today's money.

Activities:

- Write your own diary extract about your school day.
- Try on the Welsh Not – act out a Victorian school scene.
- Discuss the equality that we have now compared with the way people were treated in the past.
- Have a go at **Victorian handwriting** http://www.primaryresources.co.uk/history/pdfs/Victorian_Handwriting.pdf
- Use the abacus to set and solve maths questions.

Diary Page 4

April 7th 1891

My older sister Mary left home today. She's going to be a servant in Liverpool. Our little house in Waen Terrace seems so much bigger and quieter now.

We have one room downstairs where we cook and eat, and one bedroom upstairs with two big beds and a cot. It's a bit of a squeeze with me and Dad in one bed; Mam, Catherine and Margaret-bach in the other and babi-William in the cot.

We have another room next to the kitchen where Dad makes toys out of bits of wood when he gets home from work as a joiner at the quarry. This is where Mary used to sleep. Dad sells his handmade toys and Mam makes and sells doilies. This gives us some extra money to have a few treats, like sweet milk. I like buttermilk, but sweet milk is so lovely and sweet. My mam is amazing; she grows everything she can in our garden, and she can turn it into meals and medicines. She trades with our neighbours too. Dad built a bread oven and people are bringing their bread, and my mam marks their initials on it and bakes it for them to pick up in the afternoon. It's cheaper than using the bakery.

Resources:

- Sir Henry Jones book
- Sir Henry Jones education pack
- Craiglwyd book
- Doilies
- Marbles
- Handmade toy
- Pestle and mortar
- Bedpan
- 'Pig'
- Kettle
- Iron
- Butter pats and muslin cloth
- John's family tree records 1880
- Pat-a-cake rhyme

Activities:

- Compare your home with John's home. Draw and label house plans for both. Record similarities and differences.
- Watch the **How to Make Butter – the Victorian Way** film on YouTube <https://www.youtube.com/watch?v=DV7hop4m0YQ>
- Use the pestle and mortar to grind herbs and flavour butter. Try different flavours on crackers.
- Look at John's family tree. Draw your own.
- Read the Pat-a-cake rhyme. Discuss how songs and rhymes can tell us about our history. Write your own rhyme about something in your life.
- Design a game with marbles.
- Use marbles to add and subtract.

Note

- Buttermilk was the liquid left over from churning butter. Due to fermentation, it tasted quite sour. Sweet milk was normal whole milk, which by comparison tasted sweet.
- Usually only one or two homes (or one shop) had bread ovens in a village. This is where the rhyme 'pat-a-cake, pat-a-cake' came from. Letters were put on the loaves that were brought to indicate the owner. Once baked, the loaf was returned to the owner for a small fee or a trade.

Diary Page 5

May 19th 1891:

We're lucky that we're on the direct mail route; we get regular letters from Mary in Liverpool. She seems sad this week. Things are getting bad in Liverpool. She says there are more and more children begging and working on the streets. She said, as soon as children can crawl, they seem to be put to work. A lot of people have begun to feel unwell with influenza. She sent us a newspaper cut-out from the Bolton Evening news about it.

A lot of older people told her that it reminded them of the cholera outbreaks from when they were little. This was the bit that made me feel sick; they said they pump sewage into the river, and then they pump water from the river back into the houses to drink. It sounds awful and she thinks there may be another cholera outbreak soon as well.

And I thought we were squashed in our house! Apparently, she found out there were 34 people crammed into 3 rooms down the road from her and others are renting their cellars out too. There's no work or money but people are moving from the rural areas because of tithes, tolls and taxes.

Mam wants her to come home, but Dad says we can't afford for her to give up her job and come home. Mary needs to earn her own living now she's 14. The stone that my dad is mining at Craiglwyd is cobbling the roads of Liverpool, so Dad likes the city. But Mam 'rules the roost', so I think Mary might be home by June. She says we're less likely to get a fever here, although lots of us in school have been off sick with the measles recently.

Resources:

- Sir Henry Jones book
- Sir Henry Jones education pack
- Craiglwyd book
- School logbook, measles reference
- Common childhood diseases records, news

Note

- In 1801 the parliaments of both Ireland and Great Britain were united to form one government. To speed up communications between the two countries a new mail route: Liverpool to Holyhead
- The Chester to Holyhead line allowed for passenger travel by rail into North Wales. This helped greatly to boost local tourism and led to the growth of towns such as Penmaenmawr and Llandudno into major Victorian resort towns
- The rock from Craiglwyd quarry was shaped to make street and road cobbles for a number of towns during the Victorian period. These cobbles were loaded into large boats and shipped to a number of towns in north-west England including Manchester, Warrington and Liverpool.
- Families who couldn't afford to keep their children paid someone to look after them. Often, these people treated the children badly and made them beg or steal.
- Sometimes, toddlers could be found cleaning shoes or making matches to sell on the streets.
- Poor sanitation and cramped conditions: in 1832, 1849 and 1866 there were cholera epidemics in Liverpool. Symptoms included diarrhoea, turning blue, and often led to death.
- Between 1889 and 1894 outbreaks of a new strain of influenza were spreading across the world, establishing itself in some of the largest UK towns. Over 120,000 British people died during the outbreaks. The pandemic was reported in newspapers around the world.

Activities:

- Compare rural and city life
- **Murder Mystery – Cholera** <https://www.tes.com/teaching-resource/murder-mystery-cholera-6242076>
- Overcrowding and a lack of sanitation led to many diseases. Research the diseases and discuss the importance of personal hygiene and sanitation. Design a leaflet for John's family to advise them how to protect themselves from the diseases.
- How did the addition of the passenger train change Conwy? The train station was opened in Conwy town in 1848.

Diary Page 6

July 8th 1891

There was a small accident at the quarry today, luckily no one got hurt too badly this time.

I heard the elders talking; they still remember stories from decades ago of people getting blown up or falling to their deaths at the mines and quarries. A scary job, I hope I don't end up working there!

There are lots of rich people visiting. They go to Llandudno mostly for the entertainment though. I've seen some of the fancy signs. Most of the elders call it 'ungodly' but they still love to gossip about it. They're still talking about the fight between the Punch and Judy Man and the Bird Man which happened a few days ago.

Me and my sister walked past the Academy of Art in Conwy the other day. It was only set up a few years ago, apparently by a group of famous English painters. They paint the castle and the views of the mountains and out to sea.

Resources:

- Sir Henry Jones book
- Sir Henry Jones education pack
- Entertainment posters
- Punch and Judy/Bird Man dispute and notes – story box documents
- Explosions news
- Academy of Art information pack

Note

- Dangerous conditions in many of the local quarries: explosions and accidents became more frequent with deaths reported in local newspapers.
- Conwy and Llandudno art scene and holidaymakers: corresponding increase in number of inns and restaurants, entertainers, theatre, picture house, boating, etc.

Activities:

- Investigate entertainment in the Victorian times. Design your own show or show poster.
- Research the upset between the Bird Man and the Punch and Judy man. What did they fight about?

Diary Page 7

November 14th 1891

My friend Robert Cassidy may be moving away. His dad keeps threatening to move to the mines near Wrexham. There's work there, he doesn't like being a porter. They'd employ Robert and his brother Samuel too. He'd be opening hatches for carts; sounds pretty easy. His mum and sisters would probably end up on the hill. His sister Sarah is having nightmares about working underground; her dad told her that rats run off with your bread. My mam says Mr Cassidy is a drunk and is 'all talk'. She doesn't like him and he's always in court. Mam also says, "the Queen says children shouldn't be working till they're older, especially underground". I'd hate to be in the dark all day and I'd worry about the accidents. Overheard a local talking about a quarry worker having drowned at Llanddulas harbour earlier today.

Lots of people are leaving. The tithes mean that families can't make enough money to live on. Friends that work on the farms said the tithes have gone up from a tenth to a quarter of the meat and veg. And it all goes to the Anglican Church. We don't even go to St Mary's Church in town, we go to chapel.

I heard the elders in the chapel say that the tithes have caused enough trouble. People can't afford them, and they're making people poorer every day. Old Thomas said it's 'idiotic'; the Church demands the tithes that are making people poor, and now they're giving out 'doles' of food, money and clothing to help the poor. Why don't they just tax the rich and leave us poor folk to make an honest living?

Resources:

- Mochdre records and news
- Sir Henry Jones book
- Mines in Wrexham records and news
- 'Doles' records
- John Cassidy

Note

- The Mochdre disturbances were protests against the tithes introduced by parliament. It meant that workers on the land had to pay a tax in money or food. This was split between the landowners and the Church of England. Many villages didn't have Church of England churches or schools, so the tithes disappeared elsewhere. The tithes were high and meant that people couldn't afford them alongside feeding and clothing their families. Many people left to work in mines or in the cities. Unrest led to riots which often became violent.
- The town of Conwy had a mixture of church and chapel attenders. However, there were local villages in which chapel-going dominated. The chapels were run by the elders of the village. Young boys would see the elders as role models and would learn their scriptures in the hope of becoming an elder when they were older. The chapels were safe places to communicate in Welsh and to have social gatherings; they offered entertainment and a source of news for the villagers.
- The mining boom took place and the lure to find work and make money grew. However, the reality was poor conditions at home and work, and low pay with increasing pay cuts. Despite the law being changed to prevent children from working underground, it continued to happen across Wales for many years.

Activities:

- Fraction tasks linked to the tithes
- Research what mining life was like for children
- Expressive arts – dance to show how physical it was to work in the coal mines <https://www.bbc.co.uk/sounds/play/p050fcyk>
- Investigate the Mochdre riots

Resources directory

| Item | Use |
|-------------------|---|
| Cast-iron kettle | Boiling water |
| Iron | Smoothing clothes and softening leather |
| Abacus | Maths in school |
| 3 doilies | Decorative mats for protecting table surfaces |
| Bed pan | To wee in during the night |
| Pig | Hot-water bottle |
| Slate | To write on |
| Muslin cloth | For straining buttermilk from butter |
| Cholera sign | To promote a new, untested medicine |
| Butter pats | To pat liquid out of butter |
| 2 boys' flat caps | Costume / Role-play |
| 4 girls' mop hats | Costume / Role-play |
| 3 girls' costumes | Costume / Role-play |
| 2 boys' costumes | Costume / Role-play |
| Skipping rope | Game |
| Wood-block stilts | Game |
| Yo-yo | Game |
| Marbles | Game |
| Diablo | Game |
| Acrobat | Game |
| Dominoes | Game |
| Draughts | Game |
| Pull-along horse | Role-play |
| Ball | Game |