

UNIDADE  
DIDÁCTICA

# 3



**FROM FACTORY TO STREET:  
THE LABOUR MOVEMENT AND THE FIGHT  
FOR SOCIAL JUSTICE**



## TEACHING UNIT:

**Title: FROM FACTORY TO STREET: THE LABOUR MOVEMENT AND THE FIGHT FOR SOCIAL JUSTICE**

**Year 12: (1º Bacharelato). History of the Modern World**

**Also suitable for year 11 (4º ESO).**

**Duration: 2-3 sessions**

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## 1. PRESENTATION

The labour movement is an essential part of the social and political history 9<sup>th</sup> of the and 20<sup>th</sup> centuries during this period and after the birth of the new industrial society, the workers from all over the world organized themselves to fight for fundamental rights/ to better their life and working conditions. Their acknowledgement as an essential political figure in the building of the contemporary industrial society we are currently heirs of

The teaching unit's "*From factory to street: The labour movement and the fight for social justice*" objective is to deeply explore this fascinating story during three sessions, embarking in a fascinating educational journey to learn how its workers, from the hard beginnings of the Industrial Revolution until the dawn of the 20<sup>th</sup> century, radically changed the course of history by getting together and fight for their rights that nowadays are also our ones.

This proposal is aimed to be carried out with the students in their 4<sup>th</sup> year of ESO (compulsory secondary education) and 1<sup>st</sup> year of the baccalaureate according to what was established in the current regulations that deal with the curriculum of the LOMLOE (the Spanish Organic Law Amending the Organic Law of Education) that is the decree number 156/2022 and 157/2022, both from the 15<sup>th</sup> of September published in the Galician official journal number 183. In general, these learning objectives are part usually of the TV on bigger themes that are seen partially or in its totality by our young people under titles such as: "the classes society: the middle class and the proletariat in the industrial revolutions", "the new social movements" or "the industrialization and its consequences".

In all, this does not intend to be a definitive work proposal but more so an open and flexible proposal that we hope the teacher can adapt to their and their students' needs, amongst whom it is so important to disseminate the social conquests achieved by the workers movement and the working class as a whole through all these years.

Similarly, this TU is also presented as a perfect occasion to the encouragement of civic, democratic and equal rights through the study of the consequences of the Industrial Revolution like the exploitation of the working class or the dramas of the women's

exploitation and the children's labour that allow to tackle wider transversal themes related to education in values such as democratic values, or critical-civic ones, social justice, solidarity, empathy towards the more disadvantaged or gender equality.

Knowing that time in class is very limited, and the curriculum that needs delivering very large, we will try to make a simple but effective proposal that is also interesting and that would not take more than two or three sessions, trying to give a more or less innovative focus from the methodology point of view or at least for it to be attractive for the students thanks to the use of the new technologies in the teaching-learning process.

## 2. LEARNING OBJECTIVES

According to the 157/2022 Decree from the 15th of September where the order of the curriculum for the Baccalaureate in the Galician Autonomic Community is established, the objectives of the subject are understood as the achievements that the students must be able to unfold in activities or situations whose approach require learning associated with the content of the subject. These objectives constitute a connective element between the key competences on the one hand and the assessment criteria and the content on the other. The subject objectives correspond to the specific competences established in the 243/2022 Royal Decree of the 5th of April.

Since we will establish the relationship between the general objectives of the subject, the assessment criteria and the specific objectives of this TU from which the educator can establish the minimum attainment.

Subject objectives	Evaluation Criteria (EC)	Objectives for the TU
<p><b>OBJ 1</b> - Recognise the historical movements, actions and transformations that contributed to the reinforcement of freedom in the contemporary world through the comparative study of case studies and the correct terms and historical concepts to value the achievements <b>that</b> mean democratic systems such as the principal guarantee to coexistence and the exercise of fundamental rights.</p> <p><b>OBJ.3</b> - To identify inequality as one of the</p>	<p><b>EC 2.3</b> - To describe the evolution of the concepts of equality and citizenship in the modern history and its social and political derivations through the analysis of several causes of the main political and social systems of the 19th and 20th centuries, identifying the inequalities and concentration of power in certain social groups.</p> <p><b>EC 1.3</b> - To analyse critically how the collective identities were built through time using the concepts and methods of the</p>	<ul style="list-style-type: none"> <li>• To understand the working conditions before the Industrial Revolution.</li> <li>• To identify the reasons and the conditions that lead to the birth of the workers' movement.</li> <li>• To acknowledge the importance of the previous movements, like the demand letters from the workers and the first strikes.</li> <li>• To analyse the consequences of the Industrial Revolution in the</li> </ul>

<p>main issues in societies nowadays recognising the historical experiences of certain collectives using multi-causal analysis and valuing the transformational role of an individual in history to understand how the complex current societies were formed, appreciate the richness of social diversity, value the achievements gained and the challenges that formulate the achievement of more just and cohesive communities.</p> <p><b>OBJ.4</b> - To understand the importance of the collective identities in the social, political and cultural configuration of the contemporary world. Using the historical thought, its concepts and methods to critically analyse how were being built and conformed through time. Elaborate their own arguments with which contribute to a constructive dialogue. Respect feelings of belonging and value the richness of their heritage and the historical legacy that was produced.</p> <p><b>OBJ.7</b> - To interpret the function carried out by the school of thought and the ideologies in the transformation of reality from the origin of the Contemporary Era until nowadays thought the approximation to the historiography and the</p>	<p>historical school of thought, respecting the diversity and the identity senses and assess their historical and cultural legacy.</p> <p><b>EC 1.4</b> - To critically address the key topics of history and current affairs through the approximation to the key historiographical trends and the uses done of history, critically valuing the key social, political and cultural projects that took place in the modern history from the ethical perspective included in the Universal Declaration of Human Rights.</p> <p><b>EC 1.5</b> - To contrast the role of women in the modern history, identifying and assessing the importance of individual and collective figures like anonymous protagonists of the modern history, such as the role of the feminist movements in acknowledgement of their rights and the achievements regarding effective equality between men and women, as well as co responsibility of taking care of people.</p> <p><b>EC 3.1</b> - To analyse the life conditions, the working world and the working relationships and their conflicts through the multidisciplinary study of social movements, particularly the ones related to workers' movement,</p>	<p>life of the workers.</p> <ul style="list-style-type: none"> <li>• To identify leaders and key organisations of the 19th century workers movement (the trade unions, for example).</li> <li>• To describe the claims and fights of the working class in that period.</li> <li>• To learn about the working conditions and the key demands of the working women as well as the key advances against child labour.</li> <li>• To analyse the more significant strikes, like the one in Haymarket in 1886 and its implications (the origin of the celebration of the 1st of May as the Day of the Working Class).</li> <li>• To evaluate the impact of the working-class fights in the working legislation and social reforms.</li> <li>• To analyse the role of the trade unions obtaining working rights and bettering the working conditions.</li> <li>• To examine the impact of the workers movement in the formation of economic and social policies.</li> <li>• To reflect about the legacy of the workers movement and its relevance in society nowadays</li> </ul>
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<p>debates about key topics in history, to critically assess the various social, political and cultural projects generated; the actions carried out and the experiences lived from the ethical perspective included in the Universal Declaration of the Human Rights.</p> <p><b>OBJ. 8</b> - To describe and analyse the changes and continuities that took place in the contemporary modern society, the demographic behaviours, the ways of life and the life cycle, paying especial attention to the conditions of women, the roles played by gender and age, the control mechanisms, power and submission, and the fight for dignity and against discrimination, carrying out research projects and applying the historical school of thought to acknowledge the value and importance of anonymous figures in history.</p>	<p>assessing the role that the collective and the individual action represented in history in acknowledgement of social rights and the collective wellbeing.</p>	
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### 3. CURRICULAR CONTENT

The key curricular content that will tackle this teaching unit that will help us understand the development and importance of the workers' movement is the following:

- 7. The social consequences of the industrial revolution: the raise of the middle-class and the birth of the working class.** In this first section, we will analyse the impact of the industrial revolution in the society with the appearance of a new social class, the middle class and the genesis of the working class. We will study the social implications of this transformation and how it marked the beginning of the workers' movement.



8. **The working and living conditions in the wage-earning world: child and women labour.** At this point we will focus our attention at the hard-working conditions men, women and children's work in factories during the industrial revolution. We will address mainly children and women's labour, exploring its consequences and the fights to better these conditions.
9. **From the factory to the streets: the birth of the workers movement, the first protests and claims. Luddism, mutual aid society and the first union trades.** In this section we will dive into the workers movements and its first protests and claims that originated as an answer to the poor working conditions. we will discuss the Luddism movement, the creation of mutual aid societies and the first trade unions, pointing out their role in the fight for working rights.
10. **The union and political fight. Chartism socialism and anarchism. The First and Second Workers International.** Finally, we will explore the evolution of the workers' movements towards the union and the political fight. We will analyse movements such as the Chartism, socialism and anarchism and its influence in the search of social justice. Besides, we will tackle the importance of the Workers Internationals in the coordination of workers fights at an international level.

#### 4. KEY COMPETENCES

The LOMLOE (Organic Law Amending the Organic Law of Education) defines the key competences as acts that are considered essential so the student body can progress with guaranteed success in its formational itinerary and to face the key challenges and global and local challenges with the adaptation of the key competences to the Spanish educational system establishes in the Recommendation of the European Union Board on the 22nd of May 2018 about the key competences to lifelong learning being an essential part of the curriculum that is defined by the LOMLOE as a group of objectives, competences, content stated as basic knowledge, pedagogical methods and exam criteria in each of the teachings.

Previously we considered the learning standards as a final reference to evaluate the competences. Now, the new legislation indicates that for each of the competences there are a defined group of operational descriptors based on the different existing European framework levels.

The operational descriptors of the key competences constitute, together with the objectives of the phase, the framework from which the specific competences from each area, field or subject are summed up. This link between operational descriptors and specific competences allows the evaluation of the former to determine the degree of acquisition of the key competences defined in the Exit Profile and therefore the attainment of the competences and objectives planned for the phase. The LOMLOE also introduces the Student Exit Profile that identifies and defines the key competences that are expected the students to master by the time their formative period ends.

Therefore, according to the aforementioned objectives, it will contribute to the development of the following key competences:

- **CCL - Competence in linguistic communication**

The competence in linguistic communication implies oral, written, signed or multimodal interaction in a coherent and suitable way in different fields and contexts and with different communicative purposes. It means to mobilise in a conscious way the combination of knowledge, abilities and aptitudes that allow us to understand, interpret and critically value oral, written, signed or multimodal messages, avoiding the risks the manipulation and disinformation just as communicating in an efficient way with other people in a helpful, creative, ethical and respectful manner. The competence in linguistic communication constitutes the base for self-thinking and the construction of knowledge in all areas of knowledge. Hence, their development is linked to the reflection of each area of knowledge as well as the use of speech, writing or signing in order to think and learn. Lastly, it allows for the appreciation of the aesthetics in the language and to enjoy the literary culture.

- **DC: Digital Competence**

The digital competence implies the safe, sustainable, critical and responsible use of digital technology for learning, working and participating in society as well as interacting with them. It includes IT and data literacy, communication and collaboration, creating digital content (including programming), safety (including digital wellbeing and the skills related to cybersecurity), matters related to citizenship, digital, privacy, intellectual property, problem resolution, computer technology and critical thinking.

- **PSLLC - Personal, social and learning to learn competency**

The personal, social and learning to learn competence implies the capacity to self-reflect, to learn about oneself, accept and promote a constant personal growth; to manage time and information in an efficient way, to collaborate with others in a constructive way, to be resilient, to manage life-long learning. It also includes the ability to face uncertainty and complexity, to adapt to change, to learn how to manage metacognitive processes, to identify behaviours contrary to coexistence and to develop strategies to tackle them; to contribute to oneself and other people's physical, psychological and emotional wellbeing by developing skills to look after ourselves as well as those around us through co responsibility, to be able to lead a life oriented towards the future as well as to show empathy and address conflict in an inclusive and supportive context.

- **CC: Citizenship Competence**

Citizenship competence contributes to the students to practice a responsible citizenship and to fully participate in the civilised and social lifestyle from the understanding of concepts and social economic, legal and political structures as well as the knowledge about current affairs and the active compromise with sustainability and the achievement of global citizenship. It includes citizenship literacy, that conscious adoption of a democratic culture based on respect towards human rights, critical reflection about big current ethical problems and the development of a sustainable lifestyle according to the Sustainable Developmental Goals proposed in the 2030 Agenda.

- **MCEC: Moral and cultural expression competence**

The moral and cultural expression competence implies to understand and respect the way in which ideas, opinions, feelings and emotions are expressed and communicated



in a creative way amongst cultures and through a wide range of artistic and cultural manifestations. Besides, it implies a compromise with understanding, development and expression of personal ideas and the sense of place or role in society. Additionally, it requires the understanding of one's identity in evolution and the cultural heritage in a world characterised by diversity as well as the awareness that the arts and other cultural manifestations can be a way to look into the world and define it.

## 5. TRANSVERSAL ELEMENTS

The history of the workers' movement in the 19th and 20th centuries is a rich and complex narrative that emerge the working fights and intertwines with the fundamental values of modern society. In a teaching unit destined to explore this topic it is essential to go over these transversal themes that foster democratic values, people's equality and human rights. These elements not only enrich the historical understandings but they also foster a critical and participative view in the student body, preparing them to face challenges in a globalised and diverse way.

- **Democracy and Participation:** The workers' movement, from its origin in the 19th century, was driven by the need to give a voice and power to the working classes. In the teaching unit, it must be emphasised how the exercise of democracy and the active participation were essential tools to achieve working rights and the bettering of life conditions for workers. Analysing the union fights, strikes and political movements, the students will learn that democracy is not just a ruling government system but also a driving force of social change.
- **People's equality:** The workers' movement sought equality in opportunities and treatment for all workers, independently of their ethnicity, gender or social class. In the teaching unit, women like Clara Zetkin or Rosa Luxemburgo must be highlighted as key figures in the movement. They fought tirelessly for equality and the elimination of discrimination in the working world and beyond. That offered an opportunity to discuss contemporary topics such as equality and diversity.
- **Human Rights and Working Dignity:** The acknowledgement of human rights as a central aspect of the workers movement is key. The students must understand how the fight for fair and safe working conditions, appropriate salaries and the end of child labour are directly related to the principles of human rights. This perspective promotes empathy and awareness of fundamental rights that must be protected in any society.
- **Global connections and Solidarity:** The workers' movement was not limited by the national borders it had a global reach. When addressing this aspect, the students can explore how the solidarity amongst workers from different countries challenged the power structure and promoted international cooperation. This global dimension shows the importance of understanding and advocating for human and working rights in a globalised context.

In summary, a teaching unit about the workers' movement in the 19th and 20th centuries is not only an opportunity to explore the working history but also to instil fundamental values such as democracy, equality and human rights. When addressing these transversal elements we not only enrich historical understanding but also we

prepare the new generations to face the modern challenges and contribute to building a fairer and more equitable society.

## 6. METHODOLOGY

In this teaching unit, our methodology is based in the fundamental belief that learning is an active and significative process that takes place when the student is at the centre of the educational experience. To achieve this objective, we will use a variety of pedagogical approaches that will promote active participation by the students, group work, independent investigation and integration of new technologies. Next, we detail the key aspects of our methodology:

- **Learning based in meaningful situations:** Instead of presenting isolated concepts, we will start each unit with an authentic learning situation to challenge the students to apply their knowledge in areal context. This situation will serve as a starting point and motivation for the rest of the unit.
- **Collaborative and group work:** We will encourage small group work where students can collaborate, share ideas and resolve problems together. This will promote the development of social skills, effective communication and collaborative learning.
- **Active investigation:** The students will be encouraged to investigate and look for information in an active way. They will use various resources, such as books, the Internet, interviews and visits to relevant places to compile data and build their own knowledge. This investigation activated the possibility of acquiring research skills, selection of sources and source evaluation.
- **The use of new technologies:** We will make the most of the new technologies such as the tools to investigate and learn. The students will have access to digital resources, educational apps and online platforms that will enrich their learning experience and will help them present their results in a creative way.
- **Formative assessment and self-assessment:** The assessment will be a continuous and formative process. The students will receive constant feedback in order to improve their skills and comprehension.
- **Flexibility and adaptability:** The methodology will be adapted to the needs and individual learning styles of the students. Autonomy will be promoted and the students will be allowed to make decisions about their own learning process.
- **Authentic assessments:** The final assessment will be based on demonstrating the skills and knowledge in the context of authentic situations. The students will have the opportunity to apply what they have learnt in projects, presentations and practical activities that will reflect their deep understanding about the theme that concerns us.
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In summary, this methodology seeks to empower the students as active and responsible participants promoting exploration, collaboration and practical application of knowledge. We believe that this approach not only will enrich their learning experience, but it will also better prepare them to face the challenges of the current world, where adaptability and critical thinking are essential abilities.

## 7. PROPOSED ACTIVITIES

Following the methodological proposal describe before and adapting ourselves to the suggested structure to develop this unit of enquiry, we consider that the optimal way to showcase our proposed activities is through the description of each of the sessions in a more or less detailed way, in which the different activities will be introduced according to the objectives mentioned in the previous summaries.

### 7.1 FIRST SESSION (45-50 minutes)

The first session will consist of two clearly differentiated activities that will serve as a starting point to develop the content of this unit. Instead of starting with the presentation of content and concepts in a master class, it will start with a relevant authentic learning opportunity close to the reality of the students to then develop the unit bit by bit.

For this, an extract of the workers' statute will be facilitated to the students in such a way that through the reading they can learn about the workers' rights currently consolidated, focusing mainly in those related to the working hours, child labour, rewards or holidays. Working at a group-class level, a brainstorming session will take place in order to determine what are the working rights we enjoy nowadays, fostering debate and reflection amongst the students in such a way that they will arrive at the conclusion that these rights are a consequence of a series of historical events whose main actors were the workers (men and women), the unions and the political parties.

Next the task for this unit of enquiry will be introduced in a succinct way and it will follow with the showing of an explanatory video that will develop all the content of this subject in summary. This will serve mainly as a student guide for the following sessions, together with some of the other resources and teaching materials such as the textbook, encyclopaedias, historical atlas or any other they can access.

#### ★ ACTIVITY 1: THEY ARE YOUR RIGHTS (20-25 minutes)

##### **Introduction (5minutes):**

The teacher will do a brief explanation of this activity, that it is none other than exploring what are the working rights that the working class, and the citizens in general have, as well as trying to transmit the idea that the current rights system hasn't always existed and it is the result of historical progression and the fight of thousands of people around the world organised around the labours movement and workers' associations.

##### **Reading and Discussion of the Extract from the Workers' Statute (15-20 minutes)**

Next a selection of articles of the current Workers' Statute will be distributed amongst the students for reading out loud. Among those, Article 4, Of the Working Rights, Article 15, Duration of the Working Contract, Article 17, Of no discrimination in working relationships, Article 18, Immunity of the Workers, Article 28, Gender equality regarding salary; Article 34, The working day or Article 37, Right to weekly rest, holidays and leave.

A comprehensive reading of them will follow and a group discussion will be promoted, asking students about their opinions, trying to get them to do their own appraisal as a conclusion.

## ✦ ACTIVITY 2: INTRODUCTION TO THE HISTORY OF THE WORKERS' MOVEMENT (15-20 minutes)

### Introduction to the Workers' Movement (2-3 minutes):

The teacher will introduce then what the workers movement is and its importance in the working, social and political history linking it with the previous reading about the working rights achieved thanks to the fight of the female workers and the unions around the world. The following video will be introduced.

### Video: "The Workers' Movement" (15 minutes)

During the showing of the video "The Workers' Movement" from José Antonio Lucero, published in the Youtube channel "*La cuna de Halicarnaso*" (*Halicarnaso's crib*), students will be encouraged to take notes about the main events and historical figures mentioned in the workers' fights and the most important social and political achievements during their more than 150 years of history, so important nowadays still.

The video will be watched in: <https://www.youtube.com/watch?v=-vHX1DEdIW0>

## ✦ ACTIVITY 3: CONCLUSIONS (2-5 minutes)

The teacher will do a summary of the key points of the session highlighting the importance of the workers' movement to assess in the proper way what the workers' rights represent, the social achievements and fundamental rights obtained currently. Additionally, it will be announced what the next sessions will cover.

### a. SECOND AND/OR THIRD SESSION

Depending on the time allowance give or the working pace of the students it can be developed in one or two more sessions with the following activities deepening in the study of the workers' movement. In both cases it is about activities thought mainly to better investigative skills, research information, elaborate content and generate learning from the student body in an autonomous and independent way with the help of new technologies. We think that it can be a motivating and innovative way to arise curiosity in young people about workers' movement.

## ★ ACTIVITY 4: THE TIME MACHINE (40-50 minutes)

### Setting in motion (5 minutes):



Using an intelligence such as Chat GPT 3.5 or Bing (Chat GPT 4.0), the students, distributed in groups will time travel to the past and they will establish a conversation with relevant figures of the workers' movement history such as Karl Marx, Engels or Miaíl Bakunin !!!, for example, to learn in more depth about the similarities and differences between the socialism and anarchism and establish their characteristics.

For that, the students must use the prompt "act as if you were Karl Marx and answer my questions" and in a detailed way, indicated to answer the questions about the beginnings of the workers' movement naturally and in the first person, as if it were in fact that person.

### We interact and learn about the past (45 minutes):

Each group of students will interact with different figures to extract the information needed from the past with the objective of elaborating a final document that will synthesise the most relevant or important aspects. It will be done the following way:

*Group 1:* The students will converse with an 8-year-old boy, a mine worker in an English coal mine in the 19th century. They will show interest in his life and working conditions, salary, family situation, etc.

*Group 2:* The students will converse with a woman, worker in a Catalan textile factory in the 19th century. They will also show interest in all the aspects related to her way of life and work, working conditions and personal limitations, etc.

*Group 3:* The students will converse with one of the victims of the Haymarket revolt that started on the 1st of May 1886 in Chicago. They should show interest in the causes of the conflict and its consequences for the working class.

*Group 4:* The students will converse with a hypothetical directive of a workers' society or union of the construction sector in Galicia in 1900. They should show interest in the birth and organisation of the first unions from the mutual aid societies and the resistance boxes, the first strikes and revindication and main achievements, etc.

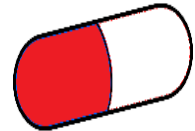
*Group 5:* The students will converse with Karl Marx, they will ask him to explain what scientific socialism consists of and what differences and similarities exist between his proposal and the ones from the utopian socialists or the anarchist like Mikhail Bakunin.

Through these dialogues each group will create a diagram - through the apps like Canva, for example - to synthesise the information extracted and it will be shared with the rest of the classmates through an archive in .pdf hosted in the cloud or virtual classroom available to the students.

The group work must be collaborative; in that sense all its members participate in all phases of the learning process, from the search of information phase to the elaboration of the final product, always trying to look for creative at all times to the difficulties they would encounter.

★ **ACTIVITY 5: BE ON THE SAFE SIDE, TAKE OUR WORKERS' PILLS (40-50 minutes)**

As a culmination to all the work completed in the previous sessions, an investigative and informational activity could be carried out in their own educational centre, amongst the rest of the educational community, for example; or amongst the classmates, in other year groups - that will consist of a campaign of historical dissemination through informative posters with relevant data about the history of the workers' movement, their most important figures, fundamental social and political achievements, contributions to the democratic system and rights, etc. These posters will decorate the corridors and classrooms in the educational centre and they will be shaped as a bicolour pill, being the left side red and the right side white, on which explanatory texts will be introduced that will always start with the formula **Did you know that...?**



The same way as in the preceding sessions, the students will complete this task in groups (preferably the same as in the previous sessions) carrying out in the first instance a little investigation on the Internet or by consulting encyclopaedias, blogs or even the textbook, whose objective is to prove or discredit the information obtained through the previous activity called "Time machine", that is to say, the information facilitated by the artificial intelligence in the previous sessions.

Having checked the sources and information generated by each group - and amended if needed - the students will carry on with the objective of enriching as much as possible their knowledge of the theme, editing, from that moment onwards, the texts that will accompany the workers' pills. The students must be creative in the composition of their texts, in the selection of the information given, always looking to draw the attention of the audience that is useful and helpful to understand the importance of the historical role played by the working class as a group and the union organisations through history and nowadays.