



**EIGHT HOUR DAY**

Celebrate 150 years  
of work, rest & play

# Winning the Eight Hour Day

*Student resources for Middle Years classes, focussed on topics related to the winning of the eight hour day in Victoria.*

These student resources provide interactive learning opportunities in:

- Humanities
- English
- The Arts
- Interpersonal development
- Civics and Citizenship
- Thinking
- Communication

## Contents

### Student Resources

SR 1 <u>Working conditions in the 1850s</u>	2
SR 2 <u>The Eight Hour Day campaign</u>	3
SR 3 <u>Group internet research &amp; presentation: The Industrial Revolution</u>	4
SR 4 <u>Australian Values?</u>	5
SR 5 <u>Outworkers and child labour</u>	7

Teacher Notes Pdf 180kb

VELS Unit Level 4 Pdf 207kb

Teacher Resources Pdf 71kb

### Acknowledgements

These education materials were prepared by Kay Boulden, Museum Victoria Education Officer, to support *Celebrate 888 - 150 years of work, rest and play*. This project is funded by Arts Victoria in partnership with Museum Victoria, Victorian Trades Hall Council, University of Melbourne, RMIT University, Melbourne Workers Theatre, Australian Centre for the Moving Image, State Library of Victoria and History Teachers Association of Victoria.

The materials are published as four Adobe Pdf documents, with internal bookmarks and internet links, and may be copied to school networks and/or reproduced for teaching purposes.

Permission to reproduce any material for other purposes must be obtained from Museum Victoria. © Museum Victoria 2005.

## SR 1 Working conditions in the 1850s

*Use the web addresses provided to find answers to the following questions.*

[www.newtradeshall.com/history.asp](http://www.newtradeshall.com/history.asp)

1. What was a common rhyme of the period referring to the demands of the workers?

[www.abc.net.au/dimensions/dimensions\\_in\\_time/Transcripts/s496299.htm](http://www.abc.net.au/dimensions/dimensions_in_time/Transcripts/s496299.htm)

2. Why was the building industry so important in Melbourne in the 1850s?
3. What were the usual working hours at the time?
4. What did building workers argue was especially bad about their hours?

[www.8hourday.org.au/history.asp](http://www.8hourday.org.au/history.asp)

5. What sorts of work did women most commonly do?
6. What were conditions like for domestic servants?
7. Why did some women prefer factory work?
8. Why was the Victorian Anti-Sweating League established? What was it trying to achieve?
9. What were working conditions like for children?

## SR 2      The Eight Hour Day campaign

*Use the Eight Hour Day website to find answers to the following questions.*

[www.8hourday.org.au/history.asp](http://www.8hourday.org.au/history.asp)

1. What were two of the arguments the stonemasons made in favour of an eight hour day?
2. Why did the stonemasons lead the protest march from Melbourne University to Parliament House?
3. Why was the victory of building workers in Melbourne regarded as being so important?
4. Did all workers get the eight hour day at the same time?
5. Did all workers win the eight hour day immediately? Who missed out?

*Look at the photographs of the trade union banners on the website.*

6. What do the pictures on the banners tell you about how the workers saw themselves?
7. What do you think this slogan means?  
**' 888 The Unity of Labour is the Hope of the World '**

## SR 3      **Group internet research and presentation:** **The Industrial Revolution**

Working in small groups, use the websites below to find information on the topic your group has chosen or been allocated.

*Topics:*

1. What changes in science and technology caused the Industrial Revolution?
2. How did the Industrial Revolution change family life?
3. What were living conditions like in the new industrial cities?
4. Adults' working conditions in the Industrial Revolution
5. Child labour in the Industrial Revolution.
6. Resistance: the Luddites.
7. Resistance: the Chartists.

Organise your information to provide a 3–4 minute oral presentation for your class. Together, your class presentations should build a detailed picture of life in the Industrial Revolution.

### **Websites: Industrial Revolution**

<http://www.nationmaster.com/encyclopedia/Industrial-Revolution>

<http://www.spartacus.schoolnet.co.uk/REVhistoryIR2.htm>

<http://www.fordham.edu/halsall/mod/modsbook14.html>

<http://www.saburchill.com/history/chapters/IR/001.html>

### **Websites: Child Labour in the Industrial Revolution**

<http://www.historylearningsite.co.uk/children.htm>

<http://www.cmhrc.pwp.blueyonder.co.uk/citm.htm>

<http://www.spartacus.schoolnet.co.uk/IRchild.htm>

### **Websites: Chartism**

<http://dspace.dial.pipex.com/town/terrace/adw03/peel/chartism/whatchar.htm>

<http://www.cottontimes.co.uk/charto.htm>

<http://www.uoguelph.ca/enplit/victorian/INTRO/inchart.html>

<http://en.wikipedia.org/wiki/Chartism>

## SR 4 Australian Values?

Writer Donald Horne outlined values that might encourage a discussion on 'being Australian.' The following are brief summaries of the ideas he described in *An Australian Compact* (see [www.curriculum.edu.au/democracy/classroom/tdv/tdv\\_notes1.htm](http://www.curriculum.edu.au/democracy/classroom/tdv/tdv_notes1.htm)).

### **To maintain the rule of law**

The *rule of law* means that each citizen is equal before the law, that laws must be predictable and known to all, that laws must be fair and apply equally to the government as well as the governed.

### **To strengthen Australia as a representative liberal democracy based on universal adult suffrage and on freedom of opinion**

The notion of *representation* means that Australians delegate power to government through elections. Regular elections ensure that all legal power comes from the people.

Most people believe that freedom of expression, freedom of information, freedom of assembly, freedom to demonstrate and freedom of association are essential for freedom of opinion in a democracy.

*Universal adult suffrage* is the right of all citizens to vote. In addition the voting system must be fair.

### **To maintain the ideal of equality under the law of all Australians**

This also includes the idea of no discrimination based on race, skin colour, ethnic and national origin, sex, age, place of residence, or marital status, as well as equality of opportunity.

### **To uphold the ideal of Australia as a tolerant and fair society**

*Fairness* might cover such things as a fair go for minorities, a fair go in expressing opinions and a fair share for the less fortunate, while *tolerance* includes the acceptance of diversity.

### **To recognise and celebrate Australia as an inclusive society of multi-national, multi-ethnic and multi-racial origin**

Australia has become a society that has successfully brought together immigrants from many nations, races, religions and ethnic groups. To sustain this society we need to recognise its richness and at the same time encourage the notion of core values that all Australian citizens might hold in common.

### **To continue to develop Australia as a commonwealth devoted to the wellbeing of its people**

*Wellbeing* covers issues such as social justice for all Australians which includes welfare for the disadvantaged and the right to jobs.

### **To respect and care for the land we share**

The land we share is a symbol for all Australians and it is in our interest to sustain it.

### **To value the unique status of the Indigenous peoples**

Australia is the homeland of Indigenous peoples and it was a homeland where they had their own rights and customs. This recognises that Europeans displaced the Indigenous peoples, and disturbed their cultures and their societies.

*Nine Values for Australian Schooling* have now been identified for the *National Framework for Values Education in Australian Schools*. They emerged from Australian school communities and from the *National Goals for Schooling in Australia in the Twenty-First Century*.

### **Nine Values for Australian Schooling<sup>1</sup>**

1. **Care and Compassion**  
Care for self and others
2. **Doing Your Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
3. **Fair Go**  
Pursue and protect the common good where all people are treated fairly for a just society
4. **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. **Honesty and Trustworthiness**  
Be honest, sincere and seek the truth
6. **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensuring consistency between words and deeds
7. **Respect**  
Treat others with consideration and regard; respect another person's point of view
8. **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways; contribute to society and to civic life, take care of the environment
9. **Understanding, Tolerance and Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

---

<sup>1</sup> <http://www.valueseducation.edu.au/values/>

## SR 5 Outworkers and child labour

Poor and exploitative working conditions still exist in Australia, not only for adults, but also for some children.

Read the article *Campaign aims to end exploitation* and the stories of outworkers' experiences at [www.abc.net.au/news/indepth/featureitems/s582846.htm](http://www.abc.net.au/news/indepth/featureitems/s582846.htm) and answer the following questions.

1. How many outworkers are there estimated to be in the Australian garment industry?
2. Which people, according to the TCFUA, are usually employed as outworkers? Why?
3. What problems have Winnie's children experienced as a result of her work?
4. What working conditions do not apply to Winnie as an outworker?

Read the stories from Mai and the Nguyen family in *Outworkers' experiences* available at [www.fairwear.org.au/engine.php](http://www.fairwear.org.au/engine.php) and answer the following questions.

1. How many garments did Mai make over two months?
2. What were her working hours? What was she paid?
3. Who helps with the outwork in the Nguyen family?
4. Are there things about the way the Nguyens work that would affect their health? What are they?

### Want to know more?

Explore the issue of child labour and child slavery around the world, starting with the UNICEF website: [www.unicef.org.au/mediaCentre-Detail.asp?ReleaseID=368](http://www.unicef.org.au/mediaCentre-Detail.asp?ReleaseID=368)

Take a look at the International Convention on the Rights of the Child, and the International Convention on Human Rights. How do these conventions compare with what is happening to outworkers and child labourers?

*UN Convention of the Rights of the Child* <http://www.unicef.org/crc/crc.htm>

*UN Declaration on Human Rights* <http://www.un.org/Overview/rights.html>

[Note: all websites listed were visited in November 2005]