

Canada: A Country of Change (1867 to Present)

An Emerging Nation (1914 to 1945)

2

CLUSTER

GRADE

6





Cluster 2

Learning Experiences: Overview

6.2.1 World War I

KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

KG-039 Identify major causes and events of the First World War.

KG-040 Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.
Include: internment of ethnocultural groups.

6.2.2 Social Change

KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.

KH-037 Describe changing roles for women in Canada from 1914 to 1945.

KP-046 Describe the struggle for and identify individuals involved in women's suffrage in Manitoba and Canada.

Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).

KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.

Examples: electricity, telecommunication, transportation, medicine, industrialization...

VI-006 Value the contributions of various groups to the development of Canada.

Examples: suffragettes, trade unions...

VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

6.2.3 Depression

KL-024 Give examples of the influence of the natural environment on daily life for various groups during the Depression.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

KE-056 Relate stories of the Depression and describe its impact on Canada.

Examples: changes in agricultural practices, development of the social safety net, new political parties...

6.2.4 World War II

KI-012 Identify contributions of First Nations, Inuit, and Métis peoples to Canada's war efforts.

KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.



KG-041 Identify major causes and events of the Second World War.

KG-042 Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.

Include: internment of ethnocultural groups; the Holocaust.

VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

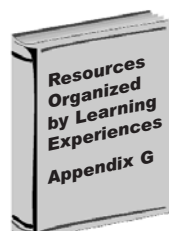
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** this icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** this chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix D.
-  **Skills Set:** this icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** this teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix D.
- **Connecting and Reflecting:** the end-of-cluster summative assessment activity.

Cluster Description



Students examine Canada as a newly emerging nation. This study includes a focus on the Winnipeg General Strike, the Depression, the causes and events of the two World Wars, and Canada's involvement in these wars. Students explore social, political, and economic changes that occurred during this period, such as women's suffrage, urbanization, and technological developments.



Engaging Students in the Cluster

- Create a visual display of images from the Winnipeg General Strike.
- Take students on a walking tour of the Exchange District, highlighting areas pertinent to the strike.
- Create a book display illustrating the Winnipeg General Strike, World War I, the Great Depression, World War II, or women’s suffrage.
- Have students listen to songs or poems by artists from the period that included World War I, the Great Depression, and World War II.
- Have students read stories depicting life and times of people during the Great Depression, World War I, and World War II.
- Create a bulletin board display including the Great Depression, World War I, and World War II.
- Invite a veteran of the Canadian military to speak to the class
- Post slogans around the classroom to promote “the vote” for women.
- Create a display of technological inventions from the period of 1914 to 1945.

Learning Experiences Summary

6.2.1 World War I

6.2.2 Social Change

6.2.3 Depression

6.2.4 World War II



Learning Experience: 6.2.1 World War I

- KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

- KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

- KG-039 Identify major causes and events of the First World War.

- KG-040 Describe Canada’s involvement in the First World War and identify its impact on Canadian individuals and communities.
Include: internment of ethnocultural groups.




Description of the Learning Experience

International competition for power and military strength among European empires led to World War I, in which Canada was involved as both an ally and colony of Great Britain.










Students read and consult primary and secondary sources to develop an understanding of the main causes, events, and consequences of the First World War, focusing on Canada’s role in supporting the Allied Powers.

Vocabulary: escalation, military alliances, imperialism, nationalism, conscription, internment, ethnocultural (See Appendix D for Vocabulary Strategies.)







6.2.1 World War I

Assessment	Outcomes	Strategies
 	KC-003 KG-039 KG-040	<p>Activate</p> <p>As a class, students brainstorm ideas related to war, which are recorded on chart paper. Students discuss factors that lead to war, and those that can cause local wars to escalate into world wars. Using the ideas generated in the brainstorming, students fill out an individual KWL chart about World War I.</p> <p> BLM: KWL: World War I</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	

6.2.1 World War I

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-003 KG-039 KG-040	Using Think-Pair-Share, students read a short excerpt from the journal of a First World War veteran. They discuss with their partner what the excerpt tells them about the war and the conditions endured by soldiers in trench warfare. As a class, students share ideas and discuss the value of primary sources in conveying experiences of a particular time and place.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: World War I Journal Extract
or		
	KC-003 KG-039 KG-040	Students view video clips related to war and heroism (e.g., <i>Heritage Minute: "Valour Road"</i>). They discuss what they believe to be the characteristics of heroism, the risks involved in wartime heroism, and the reasons that men and women may be willing to take those risks.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KC-003 KH-036 KG-039 KG-040	Students consult the Veterans Affairs Canada website to read descriptions of major war memorials commemorating World War I. They note information about Canada's role in the war and the number of Canadians killed in the war. Students share and discuss the information why the First World War was called "The Great War" and "The War to End All Wars."  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KC-003 KG-040	Students read fictional and/or personal accounts of war (e.g., <i>Lord of the Nutcracker Men</i> by Iain Lawrence), and discuss their observations of war with peers. TIP: This reading activity may be done in conjunction with other Activating Strategies and requires pre-reading of a book before the learning experience begins.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Teacher Reflections		







6.2.1 World War I

Assessment	Outcomes	Strategies
	KC-003 KH-036 KG-039 KG-040	<p>Acquire</p> <p>Using a timeline of World War I events, collaborative groups of students select print or electronic images to illustrate and describe the main events of the war.</p> <p>TIP: Prepare students for working with the timeline by locating the following on a wall map of the world:</p> <ul style="list-style-type: none"> • the main countries involved in the war (i.e., Great Britain, France, Belgium, Russia, Germany, and Austria-Hungary) • Ypres, on the English Channel • the Western Front in France and Belgium, where many battles took place (and in which Canada was involved) • the Eastern Front, where Germany was also waging war against Russia <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: World War I Timeline (2 pages)</p> <p> BLM: Images of War</p> <p style="text-align: center;">or</p>
	KC-003 KG-039 KG-040	<p>Using print and electronic resources, collaborative groups of students research the internment of Ukrainians in Canada in 1914 to 1920. Students share their findings and discuss why war can create suspicion and fear among citizens at home.</p> <p>TIP: Students need to understand that in times of war people tend to regard one another as either allies or enemies. Often, people who do not support a country's war effort, or who are identified in some way with the "enemy," can become the object of suspicion or hatred.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>








(continued)

Teacher Reflections









6.2.1 World War I

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-003 KH-036 KG-039 KG-040	<p>Using print and electronic resources, collaborative groups of students research factors that caused the outbreak and escalation of World War I. Students decide which factors they believe to be the most significant causes of the war, and rate the factors in priority from the most to the least significant. Students share and discuss their lists with peers.</p> <p>TIP: Help students as needed to clarify the concepts of <i>nationalism</i>, <i>militarism</i>, <i>alliances</i>, and <i>imperialism</i> before they decide on their priority ratings. It may be useful to draw parallels between interpersonal conflict (e.g., fear, physical strength, promises, threats, protection, gangs...) and international conflict to help students understand the factors that escalate the potential for violent conflict.</p> <p>SUGGESTED READING: <i>My Country, Our History</i> by Allan D. Hux, et al. (pp. 74–75)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.2.1 e BLM: The Stage Is Set for War (2 pages)</p>
or		
	KC-003 KG-040	<p>Students view video clips related to the Halifax explosion (e.g., Heritage Minute: “Halifax Explosion”). Prior to viewing, students discuss the impact of the war on the home front (e.g., production of weapons, women in the workforce, increased agricultural production due to reduced European production, distrust of recent immigrants from Central Europe, anglophone-francophone disagreement about conscription...), and whether they believe that civilians were killed in Canada during the First World War, even though the battleground was in Europe. Once they have viewed videos, students again discuss the threat to Canadians and write a journal reflection on the impact of the war on the home front.</p> <p>TIP: <i>Heritage Minutes</i> are available online at the Histori.ca website.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		

6.2.1 World War I

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-036 KG-040	Using print and electronic resources, collaborative groups of students gather information about the actions of Sir Robert Borden, Prime Minister of Canada during World War I (e.g., his visit to the war front in 1915, his support for greater independence from Britain, the internment of “enemy aliens,” women and the vote, conscription...).
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 BLM: Sir Robert Borden (2 pages)
— or —		
	KC-003 KG-039 KG-040	Using print and electronic resources, students research the art of Mary Riter Hamilton. Collaborative groups of students share and then discuss their research. TIP: Mary Riter Hamilton had a studio in Winnipeg during the war and travelled to France at the end of World War I. Her paintings depict the devastation of the countryside caused by the excavation of hundreds of miles of trenches, the movement of tanks and artillery, and the use of bombs and poison gases, as well as the many cemeteries and vestiges of World War I throughout France and Belgium.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
	KC-003 KG-039 KG-040	Using print and electronic resources, collaborative groups of students research the origins of Remembrance Day (e.g., the signing of the Armistice on November 11, 1918; the World War I origins of “In Flanders’ Fields”...). They share information with each other, and discuss how people around the world would have felt at the conclusion of this very bloody event in history and why we continue to mark Remembrance Day. TIP: Consider viewing the <i>Heritage Minute</i> “Flanders,” available online at the Histori.ca website.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Teacher Reflections		









6.2.1 World War I

Assessment	Outcomes	Strategies
 	KC-003 KG-039 KG-040	<p>Apply</p> <p>Collaborative groups of students select and analyze works by Canadian First World War artists in order to design and present a multimedia presentation on the devastation caused by war. Students share presentations with each other and discuss the importance of art in understanding history.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		or
		 
or		
 	KC-003 KH-036 KG-039 KG-040	<p>Students create illustrated prose or poetry posters related to World War I and its consequences to commemorate Remembrance Day.</p> <p>TIP: Display posters in conjunction with a school Remembrance Day service.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>






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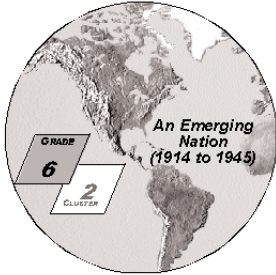
Teacher Reflections

6.2.1 World War I

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-003 KH-036 KG-039 KG-040	Collaborative groups of students plan a portion of a Remembrance Day ceremony for their class or their school. TIP: Encourage students to use primary sources as a part of the ceremony (e.g., readings from war veterans’ journals...).  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
 	KC-003 KH-036 KG-039 KG-040	Students create “war” posters that take a stand on a particular war issue (e.g., encouraging people to enlist in the military, taking a stand against conscription, arguing against the involvement of women...). TIP: Encourage students to consult examples of actual wartime posters and to use a similar approach in terms of style, language, and format. There are several good websites with examples of pro-war posters. This activity may also offer the opportunity to discuss the role of propaganda and the promotion of patriotism in times of war.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
 	KC-003 KH-036 KG-039 KG-040	Collaborative groups of students create a Mind Map describing how the First World War affected different groups of people in Canada, including those directly involved at the front and those who stayed home (e.g., women, children, medical personnel, factory workers, farmers, Ukrainian immigrants, French- and English-speaking Canadians...).
<i>(continued)</i>		
Teacher Reflections		

6.2.1 World War I

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KC-003 KH-036 KG-039 KG-040	Students write a journal reflection in response to a prompt that describes the destruction caused by militarism and war.  BLM: Reflecting on War
— or —		
 	KC-003 KG-039 KG-040	Students write a short persuasive speech about war and its consequences (e.g., the consequences of war, why it is important to remember that war has happened, how young people can take action to support peace in their communities, the importance of Remembrance Day...). Students share their speeches with the class or at a Remembrance Day service.
Teacher Reflections		



Learning Experience: 6.2.2 Social Change

- KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.

- KH-037 Describe changing roles for women in Canada from 1914 to 1945.

- KP-046 Describe the struggle for, and identify individuals involved in, women’s suffrage in Manitoba and Canada.
Include: Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Nellie McClung, and Irene Parlby).

- KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.
Examples: electricity, telecommunication, transportation, medicine, industrialization...

- VI-006 Value the contributions of various groups to the development of Canada.
Examples: suffragettes, trade unions...

- VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

Description of the Learning Experience

Living conditions, work, gender roles, and politics in Canada were all transformed as a result of technological, economic, and social change in the first half of the 20th century.





Through research, video images, role-plays, and speeches, students explore and represent working conditions, the Winnipeg General Strike, the changing role of women, and technological development in the period from 1914 to 1945.

Vocabulary: trade unions, women’s suffrage, veterans, prohibition, industrialization, lifestyles (See Appendix D for Vocabulary Strategies.)





6.2.2 Social Change

Assessment	Outcomes	Strategies
	KH-035 VI-006 VH-013	<p>Activate</p> <p>Collaborative groups of students view pictures taken during the 1919 Winnipeg General Strike and develop a hypothesis about what is taking place and where. Students share their ideas with the class and discuss what may have been the conditions that caused the strike.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	





6.2.2 Social Change

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	<p>Collaborative groups of students brainstorm what they know about labour and working conditions in Canada today, recording their ideas on chart paper (e.g., What do they know about labour laws today governing wages, working conditions, equal pay for equal work, et cetera? How long do they think these laws have existed? Has the workforce always been open to women? How has technology changed the workplace? What are labour unions and strikes, and why did they come into being? How has household life and work been transformed by modern technology?). Students share ideas in a class discussion, where misconceptions can be clarified and questions generated about daily life and work in the first half of the 20th century.</p> <p>TIP: Encourage students to consider that work affects all aspects of society, and that many of the aspects of life and work that they may take for granted today were not everyday characteristics of the early 20th century.</p>
or		
	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	<p>Collaborative groups of students develop a T-chart to describe the short- and long-term effects of the war. Students share ideas with peers and add new ideas to their charts that they learn from other groups.</p> <p>TIP: Encourage students to think about basic economic factors involved in war, including reduction in workforce, costs of war, effects on food production and manufacturing, technological advances in aviation and communication, medical and social costs of caring for veterans and their families, sudden increase and later reduction in demand for factory munitions workers and armed forces.</p> <p> BLM: After the Great War</p> <p> BLM: After the Great War—T-Chart</p>
<i>(continued)</i>		
Teacher Reflections		








6.2.2 Social Change

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	Collaborative groups of students read and respond to short historical quotations about social conditions and issues that characterized life in the early 20th century. Students analyze what is being said in the quotations, and generate ideas as to how and why these conditions may have arisen, and changed, over time. Students share ideas in a class discussion.
 BLM: Social Conditions		
or		
	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	Students view an image of the commemorative banner that adorns the outside of the Walker Theatre in Winnipeg, a national historic site now known as the Burton Cummings Centre for the Performing Arts. Students read the banner and related descriptive information. They discuss the historical significance of the site and generate questions about the events it commemorates.
TIP: This discussion offers the opportunity to discuss what students may already know or to generate hypotheses about Nellie McClung’s mock “Women’s Parliament” of 1914. It also offers the opportunity for students to discuss the preservation of the many heritage buildings that exist in Winnipeg that are excellent examples of the architecture and economic life of the Prairies in the early 20th century. Many of the industrial spaces in the Exchange District were warehouses or factories related to the garment industry, which may help students develop a picture of the kinds of work available to women at that time.		
 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >		
<hr/> <p>Teacher Reflections</p>		





6.2.2 Social Change

Assessment	Outcomes	Strategies
	KH-035 KH-037 KE-057 VI-006 VH-013	<p>Acquire</p> <p>Students view and respond to a video regarding the 1919 Winnipeg General Strike. Following the viewing, collaborative groups of students complete and discuss the video observation form.</p> <p>SUGGESTED VIDEO: <i>Canada: A People’s History</i>, Episode 12: “Ordeal by Fire,” Segment: “Winnipeg General Strike”</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Winnipeg General Strike</p>
		<p>or</p> <p>Students view video clips of the accomplishments of Canadian women (e.g., <i>Heritage Minutes</i> of Agnes MacPhail, Nellie McClung, and Emily Murphy). Following the video, students discuss and record the accomplishments of these women with respect to women’s suffrage and the changing roles of women in Canada.</p> <p>TIP: <i>Heritage Minutes</i> are available online at the Histori.ca website. Prior to viewing them, review with students the ideas related to suffrage and enfranchisement as related to the right to vote. Highlight the fact that, during the war, only women who had relatives serving overseas had the right to vote in federal elections. It may also be useful to examine the concept of <i>satire</i> and its role in pointing out social injustices or absurdities (i.e., political cartoons, social satire in writing, symbolic gestures, mock parliament).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;">(continued)</p>
<p>Teacher Reflections</p>		





6.2.2 Social Change

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
  Appendix A Skill 6e	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	<p>Students take a field trip to a local museum (e.g., Manitoba Museum) to gather information about social, economic, and technological change in the period from 1914 to 1945. Encourage students to observe artifacts and displays carefully in order to gather information about what daily life would have been like in that time period. Students share their discoveries with their peers.</p> <p>TIP: The Manitoba Museum has materials to support Grade 6 learning outcomes related to immigration, social change, and urban life in Winnipeg in the early 20th century (Clusters 1 and 2). Teachers may request a highlight tour to focus on a particular theme or topic of study (e.g., urbanization, technological change, role of women, Winnipeg General Strike...). Teachers may also create self-guided tours. To assist in planning a tour, contact the museum in advance to book a free preview session or to discuss tour options with museum educators. (Visit the Manitoba Museum website for more information.)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
  Appendix A Skill 11a	KH-037 KP-046 VI-006 VH-013	<p>Using print and electronic resources, collaborative groups of students research the Famous Five, focusing on their achievements and the long-term impact of their efforts (e.g., changing the role of women, promoting female participation in politics, obtaining full recognition of women as “persons” and citizens under the law, and obtaining the vote for women). Students share their research and discuss what they consider to be the lasting effects of the actions of the Famous Five.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.2.2 e BLM: The Famous Five (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		







6.2.2 Social Change

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KH-035 KH-037 KE-057 VI-006 VH-013	<p>Collaborative groups of students prepare and enact short role-plays related to the Winnipeg General Strike. Students assume the roles of various citizens of Winnipeg in 1919, and discuss what they think about the prospects of a city-wide strike to improve the wages and conditions of workers in the city. In a guided plenary session following the role-plays, students discuss the main events that led to the strike.</p> <p>TIP: In a debriefing session, review with students some of the historical factors involved in the General Strike:</p> <ul style="list-style-type: none"> • the discontent of many war veterans and their families who found themselves without adequate work • the tensions and mistrust between immigrants from eastern Europe and Canadians of British background • the discontent of farmers at the drop in wheat prices after the war • increased urbanization and post-war unemployment in the West • low wages and difficult conditions in factories and industries • the growing movement toward social programs to support less-privileged citizens • the authorities' concerns about a wide-scale rebellion as had happened among workers in Russia in 1917 <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Role-Play Cards—Winnipeg General Strike (2 pages)</p>
<i>(continued)</i>		
Teacher Reflections		

6.2.2 Social Change

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-037 KE-057 VI-006	<p>Present the following scenario to students: Although technology and industrial production had some negative effects on society, it also made available new inventions that made life easier for many people. Students read a short informational text about the inventions of the early part of the 20th century and their effects. Working in collaborative groups, they complete a chart listing examples of new technology available to Canadians at that time (e.g., electricity, appliances, radio, telecommunication, transportation, medicine, industrial mass production). They assess the positive and negative impact of these technologies on life in Canada. In a guided plenary session, students discuss the advantages and disadvantages of technological advances and mass production.</p> <p>SUGGESTED READING: <i>My Country, Our History</i> by Allan D. Hux, et al. (pp. 94–100)</p> <p>Accompanying worksheet “Living on Easy Street,” in Teachers’ Resource Book for <i>My Country, Our History</i> (p. 153)</p>
— or —		
	KH-035 KH-037 KE-057 VI-006 VH-013	<p>Collaborative groups of students gather information about the government response to the Winnipeg General Strike, and try to reach a consensus decision as to whether they believe the government’s intervention was wise. Students focus on the events of “Bloody Saturday,” the employment of special police and troops, and the imprisonment of strike leaders such as J.S. Woodsworth.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 6.2.2 BLM: Reacting to the Strike (2 pages)</p>
Teacher Reflections		









6.2.2 Social Change

Assessment	Outcomes	Strategies		
 	KH-037 KP-046 VI-006 VH-013	<p>Apply</p> <p>Students select a milestone for Canadian women and create a political cartoon to illustrate the event. Cartoons are displayed in chronological order on a “HerStory” timeline depicting the evolution of women’s suffrage and the changing role of women in Canada.</p> <p>TIP: Use a process of elimination so that student-selected milestones are not duplicated and the maximum number of milestones may be posted on the timeline.</p> <p> BLM: Milestones for Women in Canada (1900–1945) (2 pages)</p> <p style="text-align: center;">or</p>		
		 	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	<p>Collaborative groups of students create and present short radio plays depicting social and economic conditions and events in the period of 1918 to 1945 (e.g., women’s suffrage, creation of a large trade union, Winnipeg General Strike, mission speech by J.S. Woodsworth...). Students may include in their radio plays advertisements for new products available on the market (e.g., radios, refrigerators, automobiles...).</p> <p style="text-align: center;">or</p>
				KH-037 KP-046 VI-006 VH-013







(continued)

Teacher Reflections

6.2.2 Social Change

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-037 KP-046 VI-006 VH-013	Collaborative groups of students create and present a satirical skit in which they enact a mock parliament. Students may choose to use the “persons issue” or the issue of suffrage as their central point. After the presentations, students assess the persuasiveness of each skit, and discuss how satire can be used to question the status quo, and to achieve change without harming or injuring any of the parties concerned. TIP: Encourage students to be creative (and inoffensive) in their use of humour as they plan and present their skits.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	Using selected words from a Word Splash as a starting point and adding their own words, collaborative groups of students create a vocabulary cycle that clearly indicates the links between the selected/added words. Students share their vocabulary cycles with each other and reflect on what they have learned about the factors that can cause social change.  BLM: After the Great War
or		
 	KH-035 KH-037 KP-046 KE-057 VI-006 VH-013	Collaborative groups of students design a late-1920s scrapbook, including a variety of mementoes to represent what life would have been like for many Canadian citizens at that time (e.g., women, labourers, veterans, farmers, immigrants...). Their scrapbooks might contain such things as tramway tickets, newspaper clippings, advertisements for manufactured products, wage stubs, photos of events, pamphlets, and tokens representing speeches or special events. Students display their scrapbooks and share them with their peers. TIP: Establish (with class input) a set of criteria for historical veracity (e.g., prices, numbers, realistic dates...) and for presentation (e.g., style, format, language...).
<i>(continued)</i>		
Teacher Reflections		

6.2.2 Social Change

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-037 KE-057 VH-013	Students create a Mind Map illustrating the positive and negative effects of technological development on the lives of Canadians from 1914 to 1945 (e.g., ways in which technological development has made life easier or more difficult). Mind Maps are displayed and students assess what they feel about the overall and long-term effects of technology.
or		
 	KH-035 KH-037 KE-057 VI-006 VH-013	Students are randomly divided into two groups, with half the class representing striking workers during the 1919 Winnipeg General Strike, and the other half representing the Citizens’ Committee of 1000 (a group of employers who actively opposed the strike). Within each group, collaborative groups of students create a placard or pamphlet promoting the point of view of their “side.” Placards or pamphlets are displayed, and students circulate to view and discuss them. TIP: Through guided discussion, students consider how the language and rhetoric used in the course of these kinds of events are often designed to reinforce emotional, adversarial reactions. Encourage students to consider strategies that may have been used to defuse conflict while not sacrificing important values. (J.S. Woodsworth may be considered as an example in this activity.)
or		
 	KH-035 KH-037 KP-046 VI-006 VH-013	In pairs, one student assumes the role of an interviewer and the other a Winnipeg striker or suffragette. In character, students are interviewed in a “Historical Hotseat” in which they explain who they are, what they became famous for, what inspired them to take their noted actions, and the effect their actions may have had on life today.
Teacher Reflections		