

| Social Studies 11 –Winnipeg General Strike   |   |   | 80 min |
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| <b>What effects did the Winnipeg General Strike have on Democratic Citizenship in 1919?</b>  |   |   |        |
| <p><b>PLOs:</b><br/> 1. Critically assess the role of the state during economic hardship during the Great Depression. (IRP, p. 19)<br/> 1. Assess the development and impact of Canadian social policies and programs related to the welfare of the provinces and local communities as well as the labour movement. (IRP, p. 19)</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to relate the conditions during the strike to today's conditions</li> <li>• Students will be able to recognize the key contributions the strike made to democratic rights in Canada</li> </ul> | <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• The Winnipeg General Strike saw the government put down mass protests, restrict freedom of speech and imprisoned strike leaders. The democratic rights of the strikers is infamous in Canadian history and has led to improvements in workers rights and freedoms.</li> </ul> |   |        |
|  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Counterpoints: 50-53</li> <li>• Canadian issues: 74-75</li> </ul>   |   |        |
| <p><b>Assessment:</b><br/> Summative: collection of paragraphs<br/> Formative: assessing participation during debates</p>  |   |   |        |
| <p><b>Background:</b><br/> Students will have learnt about the Russian workers revolution and the beginning of the depression</p>  |   |   |        |
| <p><b>Vocabulary:</b><br/> Collective bargaining, Citizens committee of one thousand, workers strike</p>   |   |   |        |
| Activity   | What the Teacher will be doing:   | What the Students will be doing:  | Time   |
| <b>Hook</b>  | <b>4 pics and a word</b>  | Students will guess the word (democracy) by viewing 4 pictures on the screen that represent the word they are trying to guess | 3      |

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| <b>Intro</b>   | <b>Lecture:</b> Teacher will outline the history of the winnipeg general strike, linking it to other strikes in history and the current occupy movement                           | Students will take notes on bolded sections of keynote slides  | 10 |
| <b>Activity</b>  | <b>Role Play:</b> Teacher will hand out cards with roles students have to portray. Students have to mingle with each other and guess who the other students are supposed to be    | PM card=this student will act as prime minister Bordon<br>Factory Owner=act as employer against the strike (there will be more then one)<br>Tram Striker(will be more then one)<br>Labour Striker (more then one)<br>Occupy protestor(more then one) | 15 |
| <b>Debate</b>  | Teacher will create 3 groups of students<br>1=government<br>2=empoyers<br>3=strikers  | Students will read and research their roles on their ipads and prepare for a debate  | 30 |
| <b>Reflection paper</b>  | Teacher will explain the question: What could have made the Winnipeg general strike more democratic? What made it not democratic? Would you have went on striker, why or why not? | Students will respond to the question in paragraphs  | 15 |
| <b>Vote</b>  | Would you have went on strike?  | Students will vote yes or no on <a href="http://polleverywhere.com">polleverywhere.com</a> using iPads   | 2  |
| <b>Conclusion</b>  | Teacher will wrap up lesson and draw connections to today political landscape and what it means to be a democratic citizen  | Ask questions if needed  | 5  |
| Extension:   |   |  |    |
| <ul style="list-style-type: none"> <li>• Finish Paragraph</li> </ul> |   |  |    |
| Homework:  |   |  |    |
| <ul style="list-style-type: none"> <li>• Finish Paragraph</li> </ul> |   |  |    |