

SENIOR 1 INTRODUCTORY LESSON 2: WINNIPEG TODAY

(Before you use *Pathways to Winnipeg History*)

Topic: Winnipeg City government today, leaders and services

Brief description: This lesson is intended to familiarize students with the powers and services of Winnipeg government today. It is also intended to show students who leads city government and how they get their jobs. Students need to know something of the present in order to make comparisons - past and present.

CONTENT OUTCOMES

Students will...

KC-005 Give examples of ways in which government affects our daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...

KC-009 Identify contemporary political leaders in Canada.
Include: Aboriginal, federal, provincial, **local**.

PROBABLE VOCABULARY:

Mayor	council	councillors	taxes	
City Hall	voters	elections	ballots	nominations

Suggested vocabulary activity: Word wall/Word box; Word Cycle.

Note that a word cycle usually requires 9 words that are related to each other. This vocabulary could work for that. (See *Success for All Learners*, p. 6.31)

SUGGESTED ACTIVITIES

Topic 1 - What services does the City of Winnipeg provide for its citizens?

ACTIVATING OR INTRODUCTORY ACTIVITIES

Outcomes

Students will...

KC-005 Give examples of ways in which government affects our daily lives.
Examples: rights and freedoms, security, laws, education, health care, services...

Review of services provided by city

- Students check previous lists and charts to see which services they had labelled as "city".

ACQUIRING INFORMATION

Outcomes

Students will...

KC-005 Give examples of ways in which government affects our daily lives.

Examples: rights and freedoms, security, laws, education, health care, services...

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

Research modern City of Winnipeg services - Using a Variety of Reference Sources.

- Class splits into groups of 2 or 3 (14 groups would fit the number of alphabet letters below) to quickly expand the list of city services by checking <http://www.winnipeg.ca>
or
the back pages of a Winnipeg telephone book (if computer access is limited)
- Each group writes the names of the services they found on a piece of paper or manila to be used in a later Gallery Walk.
- Students choose any 10 City of Winnipeg services to list in their notebooks.
Equipment needed:
 - access to Internet OR
 - telephone directories or pages from them (pages of a current phone book could be duplicated so that each group gets one letter to research)
 - sheet of paper or manila tag per group
 - marker per group
- Students decide how to describe the responsibilities of municipal or city government.

APPLYING/USING YOUR KNOWLEDGE

(a) Students set up their information about Winnipeg services as a simple Gallery Walk.

(b) Students try **WHOSE JOB IS IT? Quiz** (BLM # 1-4)

(c) Individual students write a paragraph or two suggesting why these city services are important.

(d) Students write a short story set in the future which begins...

"The citizens of Winnipeg have refused to pay taxes so they have no city services. What will happen to life in the city?"

(e) Students make a poster or brochure explaining "What the City of Winnipeg government does for you."

Topic 2 - Who leads Winnipeg City government today and how do they get their jobs?

ACTIVATING OR INTRODUCTORY ACTIVITIES

Outcomes

The students will...

- KC-009 Identify contemporary political leaders in Canada.
*Include: Aboriginal, federal, provincial, **local**.*
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately.
Example: maps, graphs, tables, concept maps,

(a) Identify the person quiz.

- Students walk around the room and try to match the pictures of the Mayor and Councillors with a list of names.

Equipment:

- a set of pictures of the Mayor and Councillors, individually numbered and mounted on file cards or cardboard
 - masking tape
 - a list of the names of the Mayor and Councillors for each student or each pair of students.
- Students and teachers discuss the pictures and names to see how many they know.
(This activity could be run again at the end of the lesson or unit to see whether students have become more familiar with their local government leaders/)

and/or

(b) How do the Mayor and the Councillors get their jobs? K?HL form (BLM 1-5)

- Students fill out a K?HL form to say what they know about how the Mayor and Councillors get their jobs(K), what questions they have about the process(?), how they think they could find out (H), and then later summarize what they have learned (L).

Equipment:

- K?HL form BLM # 1-5

ACQUIRING KNOWLEDGE

(a) Using a Variety of Research Sources - web sites, telephone book...

- Students *Who is in Charge of Winnipeg Government Today?* (BLM # 1-6) research questions and suggested web sites to find out basic information.
- Other sources include information from City Hall, information in the back of the telephone book, or newspaper articles (especially around election time).

Equipment:

- Who is in Charge... form BLM # 1-6

- computer access
- telephone books if needed
- information from City Hall

(b) Bulletin Board Display.

- Collect pictures of the Mayor and Councillors and make a bulletin board display.

(c) Collect political brochures.

- During civic elections, collect samples of brochures handed out by candidates to find out about their jobs.

(d) Guest Speakers

- Invite your local councillor or a retired mayor or councillor to come to your class to discuss how they were elected and what they did.

APPLYING/USING YOUR KNOWLEDGE

(a) Make a presentation or write a letter to your councillor asking for a new service or a change in a former one.

Examples: new or improved sports facilities, more bicycle paths, more recycling

or

(b) Interview your councillor to find out how the person's experience and how they got elected. Write up the interview to be published in your school newspaper or put on your school's website.

or

(c) Make a brochure or poster for yourself as a candidate for Mayor or Councillor 15 years from now. Make up the qualifications you hope to have by then.