

**SENIOR 1 LESSON 3 THE DEVELOPMENT OF WINNIPEG:
AN ACT OF IMAGINATION**
(Using *Pathways to Winnipeg History site*)

Topic: How did Winnipeg's Government develop?

Brief description: Students enjoy looking at old pictures and reading about "olden times." Many of our students don't know as much as we would like them to about Winnipeg's founding and its evolution. This website and the lessons with it are intended to teach about how our City Council and the services we have today evolved.

CONTENT OUTCOMES include in these activities:
Students will...

<i>Pathways</i>	Describe the development of Winnipeg's early government.
<i>Pathways</i>	Compare and contrast the elections and early government of Winnipeg with elections and government of today.
S-200	Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
S-302	Draw conclusions and make assumptions based on research and various types of evidence.

Vocabulary:

incorporate	ward	freeholder	householder	naturalized
property qualification	alderman	casket	City Hall	
councillor	eligibility	voting	franchise	suffrage
electors' list	assessment rolls		naturalization	city charter

Vocabulary strategy: Add these words to the **Word Wall** or **Word Box**. Most of these words are explained in the notes that accompany the web site. Students click on the underlined words to get to the notes.

ACTIVATING/INTRODUCTORY

(a) Focused Free-Write (*Success for All Learners*, p. 6.30)

Prompt: What do you know about Winnipeg in the early days?

- Students write everything they know about Winnipeg's early history in a few minutes.
- Students share their knowledge by each student reading or telling some facts/stories to the class.

Equipment:

- paper
- pencils/pens

or

(b) Display of old pictures

- Display old postcards, pictures and books of Winnipeg, especially showing City Hall(s).
- Students examine the pictures and list some words that come to mind or some information they had not known before.

Equipment:

- pictures, postcards, books about Winnipeg in the early days
- paper
- pencils/pens

ACQUIRING KNOWLEDGE

(a) Getting Information from a web site

- Students scroll their way through the story, *An Act of Imagination*, and answer the questions raised in **Following the Pathway BLM # 1-7**
- Discuss what students learned and what surprised them.

Equipment:

- Computer access
- Following the Pathway **BLM #1-7**

and

(b) Discussing evidence and drawing conclusions(?)

- Small groups of students use the information from the *Pathways* site to discuss the following:
 - Why do you think there were age limits on voters?
 - Why do you think that you had to be a British subject to vote? (Why not a Canadian citizen?)
 - How do you think you could have proved you were a British subject through "naturalization"?
 - Why do you think that most of the early candidates for office were of British background?
 - Why do you think that these rules for being candidates or for voting had to change?

Extension Activity:

- Students research some of the early history of Winnipeg to find out why Winnipeg is described as "a lawless frontier town". Students give a brief presentation to explain.

APPLYING

Students choose some of the following:

(a) Compare and contrast **Winnipeg Elections - Then and Now. (BLM # 1- 8)**

or

(b) You live in Winnipeg in 1874 but you are not eligible to vote.

- Make a placard or poster pointing out the unfairness of these restrictions

- Your placard or poster should identify the reasons for your being ineligible to vote.

or

(c) Make a presentation to your councillor to suggest that all early elected officials should have streets named after them or make the presentation for one particular early member of council.

or

(d) RAFT for "The Ghost of City Hall".

Role	You are the ghost of Francis Cornish, the first Mayor of Winnipeg.
Audience	Modern citizens of Winnipeg
Format	Monologue
Topic	How different City Hall and/or the city of Winnipeg looks to someone from the 1870s (You can approve or disapprove of the changes.)

Note: Check Student Activities for a Crossword Puzzle called *City Hall Language*. It might be useful review here,