

PATHWAYS TO WINNIPEG HISTORY: 1874-1924

SENIOR 1

AN ACT OF IMAGINATION

INFORMATION FOR THE TEACHER:

1. The Purpose of the Project

- City government is the government closest to our everyday lives, yet it is probably the government about which most people know the least. This program gives students and teachers an opportunity to learn about the development of early Winnipeg, the development of city government, the evolution of voting rights, and some of the colourful stories and people of our history.
- Students also have an opportunity to see and use primary sources, an important part of their social studies learning.

2. The best curriculum match for content:

Senior 1 (Grade 9) Social Studies *Canada in the Contemporary World*
(according to the August, 2004 draft curriculum)

- The first section, *An Act of Imagination*, is suggested for inclusion in the new Senior 1 Social Studies Program.
- Please note that this website only deals with local government, specifically with the City of Winnipeg. Specific sections of the outcomes included in this project are in **bold type**.

CLUSTER 1 - DIVERSITY AND PLURALISM IN CANADA

KH-032 Describe ways in which the status of women in Canada has changed since the early twentieth century.
*Include: Bill C-31 and the status of Aboriginal women, **suffrage**.*

CLUSTER 2 - DEMOCRACY AND GOVERNANCE IN CANADA

KC-005 Give examples of ways in which government affects their 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**.*
Comments: Governor-General, Prime Minister, National Grand Chief, Premier of Manitoba, Lieutenant-Governor of Manitoba, Grand Chief of Manitoba, President of Manitoba Métis Federation.

KP 044 Describe the division of power and responsibilities of federal, First Nations, provincial, and **municipal government**.

To the Teacher

3. Time required: approximately one week, depending upon your choices and the length of class periods.

These **activities** are intended to help students

- to review the powers of each level of government
- to learn some of the early history of Winnipeg
- to find out how city government has developed in Winnipeg
- to find out who is in charge of Winnipeg city government and how they get their jobs
- to learn about the voting rights in the city of Winnipeg
- to meet some of the colourful people of our history

4. The lessons:

Please note that there are a number of **STUDENT ACTIVITIES** that may be used by student browsers or could be used in the classroom. Check them before you start to see whether you want to use them.

- The **Introductory Lesson** should be used before you begin *Pathways to Winnipeg History*. It is intended to review ideas about government and to begin to introduce Winnipeg government. You may already have done this.
- **Lesson 1** is a look at Winnipeg government today, its services and the people who are the leaders.
- **Lesson 2** introduces *Pathways to Winnipeg History 1874-1924- An Act of Imagination*. This lesson is intended to take students back in time to see how Winnipeg and its government developed.
- **Lesson 3** looks at how Winnipeg's government and the services we have in Winnipeg today have evolved.
- **Lesson 4** introduces some of Manitoba's women leaders and helps students to place women voters in Winnipeg on a timeline for Canada (and the world).
- **Lesson 5** looks at people who have been involved in Winnipeg's government.

The Structure of the each topic

- Brief description of the topic
- Outcomes for lesson
- Probable vocabulary needed
- Suggested vocabulary strategies
- Suggested Activities (with the relevant sections of *Pathways*)
 - Equipment required
 - Any additional Teacher Notes for the topic
 - Any Blackline Masters needed for the activities

4. Equipment Needed for the Senior 1 activities

- (a) *Pathways to Winnipeg* site
 - (b) computer or computers with internet access
- and/or

To the Teacher

- (c) computer and projector, if available
- (d) chart paper and markers
- (e) paper and pencils
- (f) contemporary map of Winnipeg
- (g) pictures and postcards of Winnipeg - past and present
- (h) some copies of recent Winnipeg telephone directories
would be useful (especially if computer access is limited)
- (i) a copy of
Bumsted, J. M. *Dictionary of Manitoba Biography*. Winnipeg: The University of
Manitoba Press, 1999 (useful).

5. Other Useful Print and Electronic Resources:

- (a) Artibise, Alan. *An Illustrated History of Winnipeg*. Toronto: James Lorimer and
Company, 1977.
- (b) Dafoe, Christopher. *Winnipeg: Heart of the Continent*. Winnipeg: Great Plains
Publications, 1998.
- (d) Hamilton, John David and Dickie, Bonnie. *A Winnipeg Album: Glimpses of the Way We
Were*. Toronto:Hounslow Press, 1998.
- (e) Shilliday, Gregg (ed). *Manitoba 125 - A History series*. Winnipeg: Great Plains
Publications.

Vol. 1	<i>Rupert's Land to Riel</i>	1993
Vol. 2	<i>Gateway to the West</i>	1994
Vol. 3	<i>Decades of Diversity</i>	1995
- (f) Wells, Eric. *Winnipeg: Where the New West Begins (An Illustrated History)*. Winnipeg:
Windsor Publications (Canada) Ltd., 1982.